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ABSTRACT

This document analyzes the Romanian education system since the political changes of 1989. The objectives of the report are: (1) the analysis of the education condition, insisting on the obstructions that prevent the starting of the reform itself; (2) the analysis of the main developments in the educational system in the first three ears of the transition period; and (3) the elaboration of a new educational policy and of the reform strategy in the field of education. The analysis states with the premise that after many years of underestimation and lack of sufficient financial resources, Romanian education has reached a critical level beyond which the cultural and training level of the nation is threatened. By ignoring this risk, the present generation assumes a tremendous responsibility for the future of the generation to follow. The first three years of the transition period were marked by lack of a coherent policy in the educational field. Immediate corrective measures adopted in response to different pressure groups were aimed at eliminating the most obvious effects of communist education. A new education policy is needed. The chapter on education policy within the transition context suggests that transition is a process of social learning, individual and collective emancipation, and having a psychological and moral dimension. The real factors blocking the reform are not financial or political, but mainly related to human resources. Education must become a key factor of social change. The study analyzes blocking factors such as education policy, self-knowledge, knowledge, human resources, management, finances, and design capabilities. (DK)

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MINISTRY OF EDUCATION

INSTITUTE FOR EDUCATIONAL SCIENCES

THE REFORM OF EDUCATION IN ROMANIA:

CONDITIONS AND PROSPECTS

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Introduction

This report was elaborated by a team of the Institute of Educational Sciences, at the request of the Commission for Co-ordination, Management and Reform, attached to the Government of Romania.

Conceived as a " White Book " of the Romanian education system, it has the following objectives:

a) the analysis of the education condition,insisting on the obstructions which prevent the starting of the Reform itself;

b) the analysis of the main developments in the educational system in the first three years of the transition period;

c) the elaboration of a new educational policy and of the reform strategy in the field of education.

The analysis which follows has as a starting point the major fact that, after many years of underestimation and lack of sufficient financial resources, the Romanian education reached a critical level beyond which the cultural and training level of the nation is threatened. Going on and ignoring this risk, the present generation assumes a tremendous responsibility for the future of the generation to follow.

The first three years of the transition period were marked by the lack of a coherent policy in the educational field. Correction measures " on the spot ", adopted as result of the actions taken by different pressure groups and aimed to eliminate, as soon as possible, the most obvious effects of communist education, had the main share.

The objectives related to the education, included in the government program, were either un-relevant (first government period) or absent (second government period). Actually, the risk exists that, again, exclusive attention be granted to financial and economic targets. Equally, there is a trend of assimilating the education law with the reform, most efforts being concentrated on the project of the education law, which,even if passed in a reasonable time, will only solve very little of the reform problems.

The first step on the reform path is a new education policy.

This is in fact the content of the chapter "The education policy within the transition context ".Essentially, we start from the idea that the transition is a process of social learning, of individual and collective emancipation, having principally a psychological and moral dimension. The real factors blocking the reform are not financial or political, as very currently stated, but mainly related to human resources. Consequently, education must become a key factor of social change.

In order to fulfil this function, the national education must have all the assistance and social prestige it deserves. Unfortunately, as result of the utilitarian and materialist thinking which prevailed for decades in the Romanian society, the " non-productive " sectors are still considered as only consuming resources.

Both political authorities and the public are relatively indifferent as against the education condition. The press and television,very important educational institutions, are under-estimating the educational issues. The debates carried on are always focusing on the same matters: claims related to the wage level, the private education, the education of ethnical minorities. Nor the Parliament has ever debated the major matter of education policy.

Unlike other sectors, the obstructions in the education field are threatening the very launching of the reform itself. The chapter entitled " Analysis of blocking factors " will focus on the following blocking sources:

1. The lack of clear reform targets and of the consensus of different interest groups (the education policy crisis).

2. The lack of a comprehensive diagnosis on the condition of Romanian education (the self-knowledge crisis).

3. The lack of knowledge concerning the reforming alternatives and the lack of competence in the management of change (the knowledge crisis).

4. The crisis of the teaching staff training and its lack of motivation (the human resources crisis).

5. The excessive centralization of decision structures and,consequently, the low participation of different social

actors on the decision making (the management crisis).

6. The lack of financial resources, the non-efficient allocation and use of funds (the financial crisis).

7. The keeping up of the socialist planning paradigm, which became un-operational on the conditions of the transition period (the crisis of the design capabilities).

The reform strategy, which is the subject of the last part of our paper, starts from pair of notions: evolution reform - re-structuring reform. The first notion refers to the natural capacity of the education system to develop, change and innovate by means self-adjustment.

This hints at the current changes of contents, methods and means which assure the functional tonus, at the permanent education adjustment at the cognition and social demand evolution. This capacity of spontaneously solving the problems, by involving internal resources, is discredited by the convergent action of the above mentioned blocking factors. It is then necessary that a second changing mechanism be used :the re-structuring reform. This is aiming to up-dating structures, the organizational and functional system of education.

In the present conditions, there are in fact three strategic alternatives :

a) to limit the education reform to the evolution reform and regular steps - which in fact had the main share during the first three transition years;

b) to keep on with the evolution reform, periodically inserting re-structuring measures;

c) to integrate the evolution and re-structuring reforms.

We made our option for the last alternative. Consequently, the measures for modernization and solving urgent problems, which are presented in the last part of our paper, are integrated in a long term re-structuring program.

EDUCATION POLICY WITHIN THE TRANSITION CONTEXT

Each historical period, each regime or government, is making certain options: for some specific targets (objectives), for a certain society pattern, a certain development model, certain norms of social behavior. Such fundamental options, defined as postulates, as explicit or implicit principles, refer either to the global society, or to a certain activity sector. They represent, in fact, the policy[1] in the respective field: the economic policy, the cultural policy, the human resources policy, etc.

As far as the education policy is concerned, it has two major elements: the principles and the targets (objectives) of the education system.

I. Principles

The principles represent the basic options of the education policy, taking into account a certain conception on the human being and on the society, a certain education philosophy, a certain system of moral, social and spiritual values, and development goals in other fields of activity.Usually, these general assumptions are defined on the account on the entire community, either by representative authorities (elected or appointed) or by institutions or personalities appointed for this purpose.

In the post-1989 Romanian society, such clear options in the education field, have not been yet explicitly defined. For this reason, the statements to follow must be taken into consideration with some limits, as they represent the authors views.

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[1] The notion " policy " is used here to define the aggregate of principles on which governmental or changing decisions in a certain field of activity. This meaning corresponds to original Greek denominations " politike techne " (the governing ability) or the original English word " policy ". In the Romanian language, the policy notion is used for both its pragmatic meaning mentioned above and for its more comprehensive meaning of action taken for conquering and keeping the power (Greek: " politikos ", English: " politics ").

Thus, the education policy during the transition period can be defined by the following four principles: the reform principle, the coherence principle, the functionality principle, the self-adjustment principle. Obviously, the adoption of these principles imply a certain strategy of the education reform, which will be analyzed in the pages to follow.

1. The Reform principle

The transition is a historical experience marking the evolution of most of the world countries, by this end of century. Among the various transition processes a special place is held by the transition from dictatorship to democracy in the South of Europe (in the '60s -'70s), in Latin America (in the '80s - '90s) and in the Central and East Europe (in the '90s and the beginning of the next century). The experience of the countries in these areas shows that at least three transition alternatives exists: the negotiation (Venezuela, Uruguay, Colombia, Spain, Hungary), the imposing (Argentina, Peru, Portugal, Greece, Russia), and the reform (Mexico, Brazil, Turkey, Poland, Czechoslovakia, Bulgaria).

As far as the transition in Romania is concerned, the option of the authorities elected in 1990 and 1992 inclined for the reform alternative. The selection was made taking into account the complexity of the matters to be solved and the specific of the post-totalitarian Romanian society. This is a long term transition alternative, involving the entire community and implying reforms in all sectors. In fact it is not one single reform, in the economic or political field, but an aggregate of interdependent reforms.

Thus, education reform is not one specific aspect of the economic reform, or a late echo of the political changes. This is in fact one main development factor, a social learning process, having a direct influence on all other transition reforms.

In other words, education reform is part of the transition logic: the switch from one type of society to another naturally imply a new human resources policy, settled on new education objectives. In order to be more specific, in our opinion, the transition means, in fact, to change the past four decades communist education with its ideological and axiological opposite: democratic education. The first one has the following main features:

a) education is aiming at socialization of collectivist type, based on the egalitarian utopia and the paternalist premise of the State - Providence being the only owner and user of the education system.

b) there is one single universal truth, the one guaranteed by the ideology of the ruling party, the marxist - leninist ideology, a kind of science of sciences holding the absolute monopole of knowledge and social action.

c) as human being is first of all a production factor, education must be so organized as to supply the necessary trained people as imposed by the socialist planning, mainly for the heavy industry, energetic industry and agriculture.

d) education is a part of the superstructure and is so permanently depending on the structure evolution (means and mode of production). All forms of social conscience (education, science, art, world outlook) are subordinated to the social existence level of development.

In order to realize the amplitude of the proposed reform and the dimensions of the ideological change implied by the transition process, let us see now the main features of democratic education:

a) education is an universal human right. Differing by their own nature, human beings need an appropriate education, which should allow the development of their aptitudes, interests and aspirations. Instead of forcing the performances equalization, the education system should promote the equality of chances.

b) education means freedom, emancipation and perpetual creation, it does not mean to simply adapting oneself to the environment. Educated people have the capability of a better understanding of the social problematic, of better participating in the events; they have a critical spirit; thus they can contribute to the improvement of their living standard and of the human condition in general.

c) ideology is a cognition tool, among others, but not a superior one. Science, art, philosophy, technology, morals must remain beyond any power center domination, whatsoever its doctrinaire nature: political, religious, ideological.

d) human being is not regarded as labor force , as a simple producer of material goods; human being is a culture producer and consumer. The material existence is subordinated to a system of moral and spiritual values, developed and improved by education.

The existing education system has been developed in order to meet the goals of communist education. The reform principle requires the guiding of education policy toward structural changes which should turn the education system into a tool of democratic education.

The following goals are therefore compulsory for the transition period:

a) to provide a basic level of education for all the citizens of the country, which would mean a minimum of abilities required by the living and work in a democratic society.

b) to promote an open and flexible education, able to meet the most various interests, aptitudes and aspirations.

c) to train people so that they should be aware of their responsibilities, concerned with the evolution of the society they live in, willing to get involved in carrying on the transition reforms.

d) to develop new professional and managerial competence, trading abilities, an economic and financial behavior, attitudes and social relations specific to the market economy.

e) to increase the interest for a permanent education and emancipation, by a teaching system which should not be based on the limited requirements of a profession, but on the availability toward knowledge and action, for cultural and moral improvement, for reflection and a critical social approach.

We shall later come back on the reform programs coming out of these goals.

2. The coherence principle

By its nature, the transition is a period of confusions, uncertainties and crisis. In the education field it has started with spontaneous remedies, many times adopted as result of pressure groups actions, at the suggestion of some political factors, personalities or institutions. The immediate motivation of such spontaneous changes was to call of the most obvious effects of communist education: the ideological approach of programs and text-books, the compulsoriness of work for pupils and students, the strict control of persons and institutions, etc.

Without being anticipated by appropriate analyses (costs, secondary effects, correlation with other decisions, interdependence with other sectors, etc.), without a coherent policy and a program, many of such changes had unforeseeable consequences, some of which negative.

The expectations are that, once the transition will keep progressing, the degree of coherence of decision making will improve. In the education field, such coherence is aiming at the following aspects:

a) the coherence between goals and means (the teleological coherence);

b) a logical and chronological sequence of actions, in accordance with a comprehensive reform program (the strategic coherence);

c) the harmonization of the education reform with other transition reforms (the inter-sectoral coherence);

d) the consensus of opinion of the main " actors " (the action coherence).

3. The functioning principle

Education can be regarded as the most sophisticated enterprise of a nation. In all countries it covers at about 25% of the population and makes use of considerable physical, human and financial resources. Whatever the motivation called forth, this huge enterprise can never interrupt its normal activity. Even during war or calamities periods, education was one of the very few institutions which went on functioning.

The preoccupation to assure the carrying on of the education system, whatever the sacrifices and general context could be, is understandable having in mind the outstanding, vital importance of education for one nation's destiny. Education is not an unoccupied building which can be demolished, re-built or re-arranged as one could choose; it is in fact a popular building inhabited by children, young people and students which can not be sacrificed whatever the called upon ideals would be.

Consequently, the un-interrupted functioning principle calls for some restrictions in the reform implementation. These could be expressed as the following requirements:

a) to avoid the sacrifice of the present pupils and students generation;

b) to preserve the equilibrium and functioning condition of the education system, whatever the amplitude and nature of intended changes could be;

c) to guide education policy by means of some consistent principles, whatever the government fluctuation and nature of political parties could be;

d) to preserve the positive institutions, structures and experience in the old education system.

4. The self-adjustment principle

According to this principle, the education system has its own development and innovation resources, which have to be turned to account. The change can not occur as result of some political directives or external impulse, it must be due to the mobilization of internal resources, to the active participation of social " actors". The command mechanisms of the unique party disappeared, as well as its guiding and control structures, which in the past were acting in all institutions and activity sectors. Consequently, social changes has to be implemented by means of different methods.

Enforced authority has to be replaced by the conscious commitment, collective negotiation, social participation, on-the-way correction of initial decisions. To this purpose proper conditions have to be created for the participation of various social actors: teachers, pupils and students, parents, researchers, managers, members of the parliament, unions, professional associations, non-government bodies, the press, political, cultural, scientific personalities.

II. Main objectives

After some general comments on the principles and aims of education during the transition period, we can now approach the main objectives for the following 5-10 years. Our option was made for:

1) the democratization of the educational system;
2) the improvement of education quality;
3) the increase of education social role.

1. The democratization of the educational system

The democratization imply to adopt democratic principles in the organization, administration and carrying on of the education. The option made for this objective is not the result of total lack of democracy in the education field.

This objective can be identified in all reform programs of Western countries. This imply a permanent trend (preoccupation) for more open, flexible, decentralized education systems, for better solutions in assuring the exercise of the right to education. We thus have a vertical democratization (which refers to improving the selection and decentralizing decision making) and a horizontal democratization (mainly aiming at extending and diversifying the education offer, improving the access, the territorial network and material resources, the infra-structures and the quality of teaching staff).

2. The improvement of education quality

Quality means in fact the effectiveness of the education system, meeting the pedagogical requirements at the level of intended performance. In other words, the quality dimension is given by the real performances, by the results and effects of education: 1-st degree effects (number of graduates, school losses, etc.), 2-nd degree effects (capability of graduates immediate integration in the active life), and 3-rd degree effects (creativity, innovation and social emancipation).

In the end, education reform means a new quality, new effects and performances of educational system. The increase of quality can be obtained by either increasing expenses or the cost (additional budgetary allocation, more human resources, increased training time), or by improving the efficiency (improving or modernizing available resource, innovation or replacement of existing resources, better organization of the system).

In Romania's present conditions, we estimate it would be difficult to obtain the increase of expenses in accordance with quality performances we are aiming at. In addition, supplementary expenses will be affected by inflation and the persistence of some restrictive structures. Consequently, the safer way for quality improvement would be to increase internal and external education efficiency, by up-dating, innovation and re-structuring.

3. The increase of education social role

One of the main thesis of our report is that transition is, first of all, a long-term process of social learning. Moving from dictatorship to democracy means not only a different government conception, but mainly the modification of competencies, mentalities, attitudes, social relations and of the every day behavior. Consequently, although political or economic decision often comes first, transition substance is psychological and moral.

This thesis is confirmed by the fact that, directly or indirectly, all transition reform entails action taking in changing human resources. If we have in mind that education can be defined as an intended action for modifying individual or collective behavior according to a program (economic, political, cultural or moral), it is obvious that in the end the transition as a whole is in fact an education process at national level.

The immediate consequences of this statement are:

a) education is an institution specialized in training human resources, in great need today. Consequently it must be granted the due attention as far as the means, priorities, and social prestige are concerned.

b) the real factors blocking the reform are not financial or political, as often declared, but are related to human resources. In this view, the sectoral reform programs must contain measures meant to free and motivate the human factor, to make it commit itself. Each transition program must contain specific education and re-education measures.

c) the general evolution of the developed countries in the last decades points out a common trend: more stress is led on experts influence, on their intelligence and competence in the management of social life. The experience of the negative selection according to pure ideological and ethnical criteria proved to be a failure.

The education system must not only supply educated people and specialists required by any normal social system, but it equally must take action in advance, to prepare the tomorrow society, at a superior level of performance and competitivity. This is why we consider that national education is a priority of the transition period .

THE ANALYSIS OF BLOCKING FACTORS

After three years of transition blocking factors still continue to exist, jeopardizing not only the general rate of the reforms but equally their future. In some field, as for instance the field of education, such factors are even delaying the starting of the reform itself.

Under normal conditions, education systems have a spontaneous evolution, by means of turning. to account their internal potential, the relations established with other components of the global social system, for reaching specific goals. It is what the system theory calls " self-adjustment ".

In order to cope with the growth and diversity of education demand and in order to resist the disturbing influences of the social, economic, political environment, the education system must keep re-defining its structures, means, procedures and communication networks. The curriculum development , the recurrent revision of text-books, of other education materials, the everyday pedagogical innovation, the management, financing and administration re-structuring, the implementation of special education programs and even the re-consideration of the goals are indicating a normal state.

The education field is all the time positioned under the influence of some kind of " positive crisis " which oblige to taking action for changing. One may consider that, in the education field, up-dating and even reforming represents a perpetual reality, or at least a recurrent one. The present specific of the Romanian education consists in an blocking condition: it seems to lack the ability of going beyond its own crisis.

In fact, the main problems of the Romanian education does not consist in the existence of a number of difficulties (dis-functions) such as: insufficient education facilities, the preponderence of the " magistral lecture", an insufficient number of teachers in the rural area, a very poor quality and quantity of teaching material, the lack of relevance of the examination.

The major problem is the apparent incapacity of solving these difficulties (dis-functions). An attitude of accommodation with the deficiencies is visible in the existing approaches to education reform:

a) most of those expressing their views on the education condition (mainly after 1989, but, more indistinctly, even until the beginning of the '60s) are discontent with the fact that no substantial change has occurred in the Romanian education. More than this, the limited changes implemented or only suggested by the Ministry of Education or by different segments of the civil society have generally met with mistrust and hostility (as the reaction generated by giving up pupils's school uniform, by the development of private education, by the introduction of moral and religious education as an optional discipline, by the development of the education in the native language of ethnic minorities, by the decrease of the importance of industrial education, etc.).

b) education reform is regarded as a "top-down""providential " act which should be enforced by some authority which should " manufacture " a " suitable " reality for all education actors and not as self-development process within which such actors should commit themselves to design their own future.

c) generally speaking, in the Romanian society the debates on the education reform are limited to the necessity of passing a new education law. Once out of this frame, the discussions approach the subjects of a traditional reform, in fact the achievement of some changes of pedagogical nature aiming at the curriculum, evaluation, training methods and techniques.

d) at last, excessive preference given to the so called " small steps " strategy is one subjective aspect to be mentioned when considering the blocking of the reform mechanism by which, normally, the education system is ensuring its own evolution.

Such tactics imply delaying, refuse of the structural modifications, as well as a reluctant attitude toward the comprehensive modernization projects in education, thus postponing the launching of the reform somewhere in future.

The non-existence or inconsistence of the reforming attitude is backed by the accumulation of long lists of problems related to all components of the education system. Such problems are stated and listed during the debates on the present situation of the Romanian education. (We would here recommend the paper " Problems related to the Romanian education " - co-ordinator: Mihaela Jigau-; the paper was presented at the National Meeting on the Education Reform).

As far as we are concerned, we start from the hypothesis that the possibility of an effective solution related to the problems affecting the education quality, starting with the precarious condition of schools and didactic material and ending with the obsolete teaching and evaluation methods, depends on the unblocking of the mechanisms which should allow the projection and implementation of changes.

In fact, the condition-precedent in solving the basic education problems consists in finding a remedy for the existing set of systemic disturbances (dis-functions). These disturbances affect the self-adjustment capability of the education system and, for this reason, they represent priorities of the reform strategy.

Which are the factors of constraint which induce in the education system the inability of going beyond its difficulties? Analyzing the substance of various opinions it would result that such factors are often called upon to motivate the impossibility of starting the reform. In fact, such factors are:

I. the inability of the education policy to define the reform goals and to generate the consensus of various interest groups (the crisis of educational policy).

II. the absence of a complete diagnosis on the condition of the Romanian education (the self-knowledge crisis).

III. the ignorance of reforming alternatives and the lack of competence in managing the change (the knowledge crisis).

IV. the crisis of teaching staff training and motivation (the crisis of human resources).

V. the excessive centralization of the decision making structures and, consequently, the low degree of participation of education actors to the decision making (the *management crisis*).

VI. the insufficiency of financial resources, the non-efficient funds allocation and use (the financial crisis).

VII. the preservation of the socialist planning paradigm, un-operational in the new transition environment (the design capacity crisis).

The aggregate of such crisis represents a challenge for the scientific research, the education policy and,in general, for all those taking some interest in re-designing the Romanian education.

In the opinion of this paper authors, solving these seven crisis represents the first stage of the reforming process and the compulsory condition for starting changes in all components education system.

Analyzing each group of problems , we shall try to identify some impact areas of the reforming initiative and some practical solutions.

I. The crisis of education policy

As part of the general reform aiming at the transition from communism to democracy, the education reform can not be restricted to the normal modernization or development of the education system. In addition to current renewing processes taking place in several education domains, the reform must generate structural changes which, by calling upon an important amount of the nation development capabilities, should generate major long term effects in the evolution of Romanian society.

The design and implementation of such radical changes aiming at the education ideology, objectives, strategies, priorities, organization, co-ordination, financing implies a political option and entails the responsibility of government and legal authorities. Although an effective reform represents the result of the participation, negotiation and consensus of/between several education agents, at all levels of the education system, the reforming initiative and the "strategic guiding " of changes imply the exercise of the political competencies of the central education authorities. The decentralization of debates and decision-making concerning different local aspects is in no way diminishing the role of the Ministry for Education or of the Parliament in defining the national policy of education development.

One of the prevailing concepts in the '80s referred to the self-development of the education system. The responsibility of the reform conception and implementation is assigned to the educational units and to the available forces in their economic and social environment. It is the corollary of decentralization, participation, pluralism, diversity and competitional concepts substantiating, in the field of education policy, the democratic ideas on the necessity to liquidate state monopole and on the self-organizing capability of civil society.

Making the assumption of a doubtless changing will, which are the factors blocking the induction of such will in the education policy ? Why Romania's post-1989 education policy takes so long for becoming a reforming policy ? Which are the education policy problems and, more important, which are the prospects of a dynamic evolution in this field ?

1. The development of the national policy in the field of education represents the main task of the Ministry for Education. Due to the over-centralization of the Romanian education, the Ministry of Education can not exercise its specific function. Having to assume the administration of the whole education system and of each education unit separately, to make decisions regarding all components of the educational process, the ministry can not focus its activity on the national strategy of the education development. During the last three years its strategic capability has been practically annihilated by the need of solving the most various matters usually coming out in the current activity.

In its activity, the Ministry for Education and Science could not make a clear distinction between the education administration (which implies the approach of current matters and the solving of repetitive tasks by general bureaucratic means) and the education policy (which implies the innovative planning in order to promote changes which should increase the education system performances).

The decentralization of some decision-making competencies related to the administrative and pedagogy, in favor of local or intermediary levels of the education system could have a positive effect in increasing the Ministry for Education implication in designing the general guidelines of educational policy and mainly of the reform.

2. The programs of the political parties are not providing yet a coherent view on the education future. Our political life does not represent, in this stage, a competition area for different alternatives of education policy. Many days, the Romanian Parliament discussed the revendications of the Hungarian minority concerning a number of education institutions, while the major reform topics have been only approached incidentally: changes or continuity, centralization or decentralization, re-structuring or up-dating, education for all or education for everyone, quality or quantity, academic or vocational, etc.

Debates concerning the private education (one major topic of the education policy) have only approached circumstantial or legal aspects generated by the setting up of private universities. The improvement of the political dialogue entails a larger interest of the political parties in the education world and mainly in the characteristic developments in the evolution of contemporary education systems.

3. The democratization of the education policy represented, in the whole world, a major trend during the last two decades. The decisions concerning the education policy are lesser and lesser the result of a technocratic approach. More and more they express the ideas, outlooks and pressure generated by components of the civil society. All reforms implemented in the '70s and '80s by the developed countries have relied on the participation of teaching staff unions, parents associations, local

communities, economic agents, and, last but not least, pupils and students.

In Romania, none of these factors could present consistent reforming propositions. Their response to the decisions taken by the Ministry for Education and Science during the last two years or to the Parliament position mainly consisted in revendications of either the teaching staff or the education system users: wage problems, didactic norms in secondary education, the simplification of the school-leaving examination, etc. The civic education as well as the development of the Parliament and the Ministry for Education and Science permeability would have a positive effect on the innovative process in the Romanian education.

4. In 1982 The Institute for Pedagogical Research and Psychology had to stop its activity; the isolation of the pedagogical community during the last three decades generated long term negative consequences on the capabilities required by the substantiation of the education policy. The poor local resources allocated for scientific research and higher education after 1989 can only turn the knowledge deficit, existing in some fields related to the innovative planning - the study of the reforms implemented in other education systems, the change management, studies on the future of education - into a chronicle negative aspect.

One main aspect of the logistic of education reform consists in stimulating the information and scientific communication flows, in using the evaluation capability of international organizations willing to provide assistance in financing and organizing training programs for the Romanian specialists in fields such as education planning, prognosis, evaluation and management.

5. There is no co-ordination among the politic actors (the Ministry for Education and Science, the specialized Parliament Commission, the opposition, the unions, the non-government organizations). In these circumstances a possible alternative

would be the setting up of a National Council for Education Reform, as a co-ordination instrument of the education reform strategy (we shall come back to this aspect in the chapter dedicated to the strategy).

6. One aspect of the decision making obstruction in the field of the education policy is the crisis of the evolution finality in the education system. The fact that, in the environments in which the decision scientific substantiation is carried out, there is no precise conception about the reform targets represents a most obvious symptom of this crisis. Let us consider the following of its aspects:

a) the identification of the education law with the education reform or,

b) with the opinion that we " must " take some action, but we do not know which the aims of such action should be.

II. The self-cognition crisis

Lacking a diagnosis on the total education reality, on the education system performances, on its inter-relations with the global system, the first aspect of the education crisis consists in the diffuse character of the understanding of this crisis. Although for the last three years the crisis and reform subjects have been among the preoccupations of the Romanian society, we do not have a global, clear, scientific view on the present education reality. The lists of problems issued and discussed during various debates, and mainly at the Colloquial Meeting on the Education Reform, organized by the Institute for Educational Sciences in December 1990, or in the press statements or the diagnosis elaborated so far, are not providing a consensus on the education reform strategy.

The elaboration of an operational evaluation system in the field of education represents a condition for the successful implementation of the reform. Such a system, having the capability to operate, at a national level, with various methods and techniques meant to evaluate the performances of various education agents (schools, pupils, professors, etc.) or the effectiveness of innovative developments, investments, etc. could supply a correct diagnosis of the education condition and could also be used for the control of the reforming processes. Starting and carrying out reforming processes without having such self-evaluation capability, is a risk no education system can afford. Which are the main aspects of such deficit ?

1. The indicators evaluating the educational system are mainly focused on the quantitative aspects and, to a very little extent, on the system quality, at the level of all its components.

2. There are no evaluation instruments for the internal and external factors on which the education system results are depending upon.

3. There are no systematic evaluation instruments of the education units and teaching staff.

4. Normal examination meant for current evaluation does not provide a real image on the education effectiveness. We lack a national system of standardized tests which should allow the evaluation of pupils and students performances, by the end of each school year. Non-cognitive progresses are totally ignored.

5. Lacking some minimal performance standards, settled at national level , which should be used for testing all school-aged population, we have to use substitutes or special evaluations meant for the " olympics " or the super-gifted children.

6. The present notation and evaluation system is not efficient.

6.1. The marks granted by the teachers during the school year, the results in the Romanian language and mathematics tests at the end of the 8-th school year, the results of the admission and school leaving examination can not offer (after their statistical processing) a real image on the Romanian education performances, as attainment targets are not clearly defined and it is not known what exactly should be tested. The marks are given according to the professor' experience in evaluating the pupils and are distorted deficiencies accumulated before 1989 and by the need to preserve didactic norms (didactic standards).

6.2. The quality of the admission examination for secondary school and of the school-leaving examination has not reached the proper level and in addition, the behavior of the examining professors is affected by many subjective factors.

6.3. The Romanian language and mathematics tests, unproperly carried out, are not relevant for the pupils performances.

7. The evaluation methodology of the Romanian education has not the capability to show the discrepancies by geographical areas, social environment, levels and types of education. There is no attempt to evaluate non-formal and informal education.

Although they have the same denomination as the indicators used at international level, the indicators calculated for the presentation of the Romanian education system are not compatible with the international standards and can not be used in international comparisons.

8. Any international comparison must be carefully approached, being adversely affected by the lack of actual, reliable data and by stereotypy of the statistics falsification during the collection of data (see, for instance, the doubtful relevance of the compulsory education graduates figure, in the situation in which, pupils attending classes only a few days in a year or not being able to read and write by the end of the 8-th school year, are also included).

9. Disturbances of the informational system due to methodological defaults (the preservation of the obsolete planning and assessment methodology, the un-relevance of some indicators, etc.), the insufficient staff (meant for the collection, registration and processing of information), the

lack of proper equipment. The flow of information is slow and poorly organized, delaying the up-dating and dissemination of education basic statistics
(for instance, the data concerning the 1992/1993 school population become available from the National Commission for Statistics by January 1993).

Which short term solutions could be identified for overcoming the blocking of the self- adjustment capacity of the education system, represented by the self- evaluation crisis ?

a. The carrying on, by the Ministry for Education and the Institute for Education Sciences, of their research and experiments for the development and validation of the evaluation instruments. The organization of the working groups which, under the co-ordination of a National Commission for Evaluation, will develop, by each subject matter, national samples, experiments for working out standardized evaluation instruments, proper examination procedures.

b. The support of the initiative taken by the Division for Computing Systems of the Ministry for Education to create a data base for the education. The data already collected within this project are more reliable, but are not yet used in the decision making.

c. The development of training programs in the field of the evaluation meant for managers, professors and researchers.

d. The periodical publication of a " White Book " on the condition of the Romanian education. This should be a synthetic report concerning the problems and prospects of the educational system, meant first of all for the use of the Government and the Parliament but equally for public use. Such critical evaluation of the national education is common practice for Western countries, although titles might differ (" White Book " in France, Spain and Italy, " Green Book " in Germany and Ireland or even " Black Book " in Great Britain). Such a document is an expression of transparency and responsibility which also must become common practice in Romania. Our study is equally such an attempt.

III. The knowledge crisis

The success of the educational reform is one condition for the improvement of the cognition capacity (information, managerial competence, expertise, etc.) of the education system. The projection of new training patterns, more efficient channels for professional improvement, an increased impact of the scientific research on education policy and learning process are priorities for the reform strategy.

Studying the reform implemented in various education systems one can understand that the achievement of structural adjustments depends on the improvement of managerial competencies at all decision levels, and any curriculum development requests a number of previous developments in the field of pedagogical training of the teaching staff. The creation of a reliable, operational research and development device represents a compulsory requirement for the education planning and innovation.

The depreciation of the professional standard of the teaching staff and of the education administrators, the depreciation of the scientific research statute, as well as of all competence and creativity resources, is one of the very serious aspects of the decline of Romanian education, after 1980. The chronicle cognition crisis, its dimensions so very difficult to quantify in the absence of a proper system for the evaluation of human resources in the education system, can represent a blocking factor affecting the reform process.

We shall try to identify the main factors which, during the '80s, determined the accumulation of such information and competence deficit and we shall identify the negative and positive trends in the post-1989 period.

1. In comparison with other former communist countries, until 1989 Romania knew a regime of real isolation and cultural and scientific autarchy. Such circumstances simply canceled all normal information flows in the field of education. The Institute

for Pedagogical Research and Psychology, pedagogical, sociological and psychological high schools, the houses of the teaching staff stopped their activity. The scientific level of publishing activity and pedagogical publications has been depreciated. All imports of books or pedagogical documentation have been canceled.

The " roller of the cultural revolution " destroyed the scientific preoccupations developed during the short " liberalization " period taking place after 1964. The gap between the development of education science in our country and the international evolutions in this field (even in the socialist countries) generated some long term consequences:

a. the ignorance of the main developments in the education field during the last two decades;

b. the depreciation of the research activity infrastructure (international relations, libraries endowment, methodologies up-dating, national scientific community coherence, etc.);

c. the lack of experts in fields related to education policy.

d.the depreciation of the general knowledge level of the teaching staff and the inhibition of all innovative trends in the education process. The carrying on of the scientific activity in Romania during the 8-th decade was exclusively the result of individual attempts aiming at preserving a minimum of independence as against the interference of the communist power.

During the last three years, all political constraints blocking Romania's participation to international exchanges in the education field have been eliminated; the Institute for Educational Sciences has been set up, as well as various pedagogical and psychological high schools; the publishing and mass-media educational activity developed.

The limited funds allocated by the state budget for education, scientific research and culture as well as the lack of any other financing source generate the preservation of gaps between the Romanian reality and the international standards, as far as the participation in common projects, international meetings, training courses is concerned. Similar discrepancies can be noted with respect to research technical facilities, higher education and post higher education, publishing pedagogical activity. The reform of the Romanian education certainly imply a resources flow guided toward such aims.

2. Both higher education and the pedagogical secondary schools (as first level of training) supplied, during the last decades, a relatively well trained teaching staff. However, one can not make the same statement regarding the quality of the pedagogical and professional in-service training. Let us see some characteristics of the above mentioned activities: a. the politicizing of the programs and evaluation criteria; b. the formalism of " methodic action "; c. the deterioration of the quality of the inspecting activity (due to the falsification of normal relations between inspectors, directors and professors); d. the un-relevance of all forms of promotion examination.

Except the de-politicizing of the professional improvement training, no essential changes took place after 1989. On the contrary, following the cancellation of the compulsoriness of the professors participation in the methodic activity, such activity risks to disappear. The re-organization of the " Teaching Staff House ", can only have a positive effect if correlated with other measures meant to stimulate the participation of the teaching staff in its activities. Following the re-structuring of the system of methodical training, the " teaching staff houses " may become real innovation and experimental centers. They could equally supply educational " consulting " and become real reforming agents at the local level.

The re-structuring of the professional in-service training and of the promotion system (the granting of higher degrees) will represent a major step in the reforming process of the Romanian education.

An important decision is related to the institutionalization of the professional training of the teaching staff by either setting up a central institute or regional and local units .

IV. The human resources crisis

The evaluation of the teaching staff and of the education process can be a quantitative one- meaning to register statistical data concerning the number of teaching staff by education level; the other approach has in mind the professional quality of the teaching staff, its freedom, rights and social protection.

The first approach is currently used in the administration of the education system. It is mainly used in substantiating the ministry personnel policy and the investment programs for the training of teaching staff. The education reform means however qualitative changes, in the direction of the normalization of the teaching staff condition. As the teaching staff is the most important of the education reform agents, the progress of the structural, institutional, and pedagogic changes depends on the development of an operational, coherent policy meant to reach this objective. The normalization of the teaching staff status is one main component of the Romanian education reform and one national priority in the education field.

The first step to be taken is to elaborate the definition of the normal status of the teaching staff. Such definition should meet:

a. the requirements of educational sciences;

b. the UNESCO recommendations and the international standards in this domain;

c. the objectives of the national policy in the education field;

d. the requirements of the teaching staff unions. Having in mind that the definition of the teaching staff status combines many rationalities: pedagogical, economic, political, unionist; such notions imply a negotiation and debating activity which should involve the Ministry for Education, the Parliament, unions, mass-media, experts in higher education and in the Institute for Educational Sciences. For all education levels prior to higher education the following elements will be defined:

a. the standards of initial training in specific fields and of professional in-service training during the educational career;

b. the attributions, professional responsibilities and deontological norms of the teaching staff;

c. the " professional freedom " of the teaching staff, which should include specific elements in addition to the general civic notion;

d. the specific rights;

e. the minimum of criteria in the field of social protection.

Such negotiation and debating process aims at obtaining a consensus of the factors interested: in legislation concerning the statute of the teaching staff; the deontological code of the educational profession; the wage system of the teaching staff; the modification of regulations issued by the Ministry for Education, which are affecting the teaching staff status.

The elaboration of such legal acts and the normalization of the teaching staff status imply a diagnosis of the present situation. In the short-term, the critical aspects will be identified, in order to provide energency solutions.

Having in mind that 1700 didactic norms in the rural area are covered by unqualified teachers, an operational training program, meant for the substitute teachers, has to be developed.

A second requirement is related to the improvement of the teaching staff working conditions. We shall here mention the well known problems of material resources, of the hitting, transportation medical assistance, information. Such matters have been often discussed, so they ended up being " normal " realities of our education system. We shall only mention that they have, however, a direct impact on teaching and learning.

A third requirement, very often mentioned, refers to the wage level of the teaching staff (the lower one in the list of intellectual professions), which led to the depreciation of the human resources in the education field, due to the lack of attractiveness of the teaching profession. The effects of inflation and the decrease of real household income, which affected the Romanian society during the last years, pushed the living standard of this professional group toward the survival limit.

A second temporal horizon concerning the normalization of the teaching staff status is aiming at long term reforming actions, in the following respects:

1. The improvement of the first level training system. In this respect, the setting up of post-secondary pedagogical colleges is an urgently needed decision. In the same time, the pedagogical training has to be correlated with the general evolution of the education reform.

2. The carrying on of the professional in-service training during the educational career had and has not a proper motivation. It mainly had and has a formal character. The lack of specialized information and its sub-ordination to political criteria generated a real crisis in the professional and pedagogical training.

The effects of the priority given to the technical higher education and the fact that University graduates are reluctant to work in schools, secondary schools, etc. will probably turn this crisis into a chronicle phenomenon. The development of a flexible system for the evaluation and in-service training of the teaching staff must be backed by financial assistance, for a realistic motivation of the personal effort in improving the professional competence of the teaching staff.

3. The decentralization of decision making structures meant for a larger participation of the professors in the design of the educational policies could represent a solution for settling a new definition of their rights and responsibilities. The professional and deontological statute of the educational career can only be the result of a democratic approach creating the proper conditions for the exercise of the professors community self-adjustment capacity, as element of the civil society.

4. The main factor in normalizing the teaching staff status is the improvement of the professors status. By this we understand the appreciation they are granted by the society, the

social prestige of their profession, the valuation of their competence, their working conditions, their salaries and other remunerating rights, in comparison with other professional categories.

Education will become a " national priority " in Romania when the improvement of the professor status will become one of the priorities of the education policy. The matters concerning the researcher and the education administration have not been discussed here; they are presented in other chapters of this paper.

V. The management crisis

The Romanian society is now in the transition toward a democratic society. If the education system will not change in order to anticipate the requirements of the new society, it will have to change under the pressure of various crisis. One blocking factor to be mentioned is the excessive centralization. Although centralization might seem to provide a more simple and direct management, it is in fact an un-acceptable alternative from the point of view of the social participation, innovation and efficiency. In order to identify the proper ways for going beyond the existing blocking factors, we shall center the analysis on the opposite managerial system: the administrative, financial and pedagogic decentralization.

The degree of one system centralization is given by the proximity to the center of decision - making.

a. In over-centralized systems, the central authority is placed under the pressure of a large spectrum of urgent problems. In these circumstances, the development of education policy and strategies can not held a central place. Decision-makers are mainly trying to solve short-term priorities.

b. Given the hierarchical organization, various units placed on the same hierarchical level tend to separately solve parts of the same problem, without co-operating. In addition, each critical situation is regarded as an opportunity for winning additional power. Consequently the expected co-operation is in fact replaced by an obstructionist attitude against other units proposals.

c. Due to the distance separating upper and lower hierarchical levels, decision making can hardly be substantiated on the (school) reality and, consequently, can not generate the expected results. Sometimes, such decisions generate indirect, unintended, undesired effects which might overcome direct effects.

d. The fact that the efficiency of education is not controled at the " execution " level may generate a number of useless activities and un-necessary expenses. A realistic administration of a direct control implies the available resources.

Decentralization is not an objective, it is mainly a mean for attaining objectives. One can mention two types of decentralization:

a. the vertical decentralization, leading to the increase of decision responsibilities and of the decision power of inferior hierarchical levels of the formal education system;

b. the horizontal decentralization aiming at involving in decision-making various categories of decision-makers: representatives of local communities, representatives of economic agents, parents and students.

Decentralization is a gradual process, which can generate the following steps:

a. power delegation - the decision center preservs its prerogatives, given by laws and legal norms, temporary delegating part of its responsibilities toward its sub-ordinated levels.

b. administrative " de-concentration " - to the purpose of increasing the efficiency, the center is setting up decision-making units at local levels.

c. administrative decentralization - the responsibility of intermediary and local levels is increased;

d. political decentralization - consisting in a transfer of power from the center toward local authorities.

Incorrectly approached, decentralization can become a misleading solution. According to context of implementation, the decentralization can face obstacles or can generate new problems. ible alternatives:

Here are some possible situations:

a. Under the mask of responsibility transfer, the central authority might try to delegate the solving of problems, without supplying the necessary resources;

b. Autonomy should not be improvised. Local levels are usually lacking the knowledge needed for decision-making. An informational and training process must anticipate any decentralization action.

c. The professors may become blocking factors if the changes are threatening the safety of their job or if strict performance criteria, such as: salary according to results, free selection of schools by families, parents and local authorities involvement in control are considered for the purpose of being assimilated in the evaluation process.

d. A rapid diversification of decision processes may induce co-ordination problems.

e. Decision making may be delayed by the multiplication of decision centers.

f. The multiplication of decision centers may generate the increase of the personnel and consequently additional costs.

g. Local levels can be easily influenced by various political groups.

In addition to the above mentioned facts we have to say that decentralization is not panacea. Decentralization has to be backed by coherent steps for training the managerial staff and for re-distributing it at various education system levels, for the modification of administration methods for the development of new planning, evaluation and forecasting techniques, for the re-organization of the informational system, etc. Decentralization can avoid the danger of failing only if considered as an integral part of the global reform.

VI. The financial crisis

The most severe blocking factor acting on the reforming process is financial. For nearly a decade our education system has faced an austerity period, which is placing under a question mark not only the capability of the financial sustaining qualitative changes and quantitative expansion but even satisfaction of current needs.

The conclusion of most debates on the stopping the decline and achieving European standards is that " if money would be available, we could do something". In such conditions, until obtaining the necessary financial resources, any reform or modernization project can be considered as an exercise of imagination.

For the authors of this paper, solving the financial crisis is one of the compulsory conditions for starting the reforming process but in the same time a major component of the reform. The implementation of pedagogical changes concerning methods and contents, evaluation and educational technology, teachers training are ultimately depending on the re-structuring of the present education financing procedures.

The reform of education financing is an absolute priority of the educational policy. We shall present some aspects of the financial crisis and we shall try to demonstrate that solutions exist.

a. The under-financed situation of the education system.

a.1. During the last decade the Romanian education has been allocated insufficient financial resources; this policy can not go on without very serious consequences for the nation. The lack of financial resources, which became more serious in the '80s, generated a precarious condition of the material facilities (not enough class rooms, no appropriate educational material, textbooks, etc.). As during the last three years 80 % of the current budgetary expenses are allocated for the wages payment, while investments volume are insignificant, the lack of material facilities tends to become a chronicle phenomenon.

a.2. Although after 1989 the absolute effort for education purposes raised to 3 % of the gross domestic product, this percentage is insufficient, given the present conditions. The gross domestic product fall and the inflation rate, neatly superior to the resources allocation rate, led to the decrease of real resources allocated for the education.

a.3. The relative effort for education (in fact the share of public expenses allocated for education) is not covering real needs. While in Western countries the share of education expenses in the national budget is 20 % , in our country it is less than 10 %.

a.4. Although the state has no more the capability to finance the education system, the mechanisms for costs recovery and for mobilization of other financial resources are nearly non-existing, especialy in the case of vocational and higher education. Although the Local Administration Law stipulates the implication of local communities in financing education, no action can be taken until the taxes law is passed.

a.5. The financial assistance offered by the World Bank and the EC has been used to a lesser extent by our country, in comparison with other former communist countries.

b. Deficiencies in the administration of the financial resources within the education system.

b.1. The over-centralization of decision making in the domain of education financing: the regional units (inspectorates) have only the responsibility to transfer funds from central to local levels, while schools have to spend the allocated funds according to some very rigid norms, which are discouraging any initiative of increasing efficiency or trying to identify additional financial resources.

b.2. The allocation of resources is not connected with a cost-benefit analysis the education activity and schools principals are lacking managerial competence. At all education levels, the interest for a better use of allocated resources decreased or simply disappeared.

b.3. There is a considerable gap between the amount allocated for the wages payment (protected in order to avoid social tension) and the amount allocated for operational expenses and investments (which have been considerably reduced).

The financial crisis leads toward the deterioration of the supply of public education . This decline in the education quality induce the diminution of the social confidence in the educational investment and accelerates the decline of education financing. In order to stop such correlated phenomena, several strategic alternatives exist:

a. increase of budgetary allocation and external financing for education purposes;

b. diversification of financing sources;

c. improvement of allocation mechanisms ;

d. improvement of the use of existing resources.

Among the short and medium term solutions, in the context of economic recession or zero economic growth, we are suggesting the following strategies:

a. The increase of the public contribution for education purposes up to 6 - 7 % of GIP, representing the average international level. If, starting from this year, the option is made for a structural reform, the public contribution for education must reach 7,5 % of GIP . All countries which, during the last decades, spent for education 9 - 10 % of GIP knew the economic success. By all means, the re-consideration of the education investment and of the importance of the education process, which should be considered a national priority, should generate the increase of budgetary expenses for this domain by 100 %.

b. Mobilization of new resources:

b.1. the use of a quota of the unemployment aid for education services.

b.2. the mobilization of the " social organizing resources " (" the self-help " method, " the national education service ") largely used in Western countries.

b.3. the identification of educational levels at which tuition fees could be collected (accompanied by the implementation of a lending system, scholarships, etc.), without affecting the principle of equal opportunities; in the context of the dramatic decrease of the population income, such a step can not be taken in the years to come.

b.4. assistance for development should be granted to private education units in the primary and secondary level; the vacancy created in the public education could generate an increase of public education financing possibilities;

b.5. the issuing of legal norms allowing for the mobilization of resources available at the level of local communities, religious organizations, economic enterprises, non-profit institutions, etc.

b.6. the development of co-operation and sponsorship relations among education and economic units;

c. At present, education policy is reflecting the financing procedures ; going on this way, we shall soon find ourselves in the position of developing countries compelled to shape their education policy according to the random fluctuations of financial resources (aids, grants, voluntary contributions). It is useless to add that such way would end in a disaster as far as the reform coherence and continuity are concerned: one project (for which financial resources exist at one moment) is started, another one is progressing and both are abandoned if financing is granted for a third program, etc.

VII. The design capacity crisis

Before 1989, educational planning was aiming at economic growth and reproduction of the communist system values. It consists of the arbitrary intervention of the party - state and the centralized control of all education aspects. After 1989, following the collapse of the centralized system, planning has been equally rejected as part of the communist strategy. However, educational planning never stopped.

a. In fact, bureaucratic planning has been preserved : education agents are not participating in the planning process; there is a gap between educational planning and education administration; educational planners are not involved in the social and political negotiation; the centralized allocation of resources has been preserved, as well as the centralized decisions regarding curricula.

b. After the abolition of the system of the planned allocation of menpower, in the new context in which labor force will be allocated according to market fluctuations, no step has been taken toward the professional planning according to long term trends on the labor market.

c. There are no preoccupations in the field of micro-planning at the schools or regional levels.

d. There are no preoccupations for planning the relation between school education and various non-traditional education environments, which are developing now.

e. At last,there are no evaluation and forecasting systems which could be used in the strategic decision making.

Planning deficiencies are not limited to disfunctions of the planning system. They are in fact the consequence of the present social situation, of uncertainties and lack of coherence of signals sent by society.

Starting from the relationship planning - global social system, we can emphasize some characteristics of the transition period social life, which are equally affecting the planning process.

Such characteristics are: the generalization of uncertainties at the global level; opposite trends, as for instance, the giving up of planning in the context in which the market adjustment mechanisms are not in place; the restoration of centralized management, under the pressure of the social crisis; the gross domestic product fall, the acceleration of inflation and the chronic state budget deficit; the crisis of state authority and the breaking of normal links between social actors, political forces and state; the struggle between reformers and conservatives.

Such aspects are reflected by educational planning. Any planning process operates with some relatively stable elements, in a consistent environment, having a predictable evolution, making use of data series which can be at least subject to short term extrapolation. Educational planners are now in a difficult position. They have to mix the incoherent responses coming from the social environment with the uncertainty concerning future evolutions, within a systematic, rational approach.

The only attitude which could lead to the increase of the planning effectiveness is to place the agent or agents in the position of active participants, in the general process of social change. Thus, educational planning may become a democratic process of continuous elaboration, implementation, guiding and evaluation of the education strategies.

The new conception of educational planning must combine strategic aspects, related to the long term reform and evolution of the education system with the need to regularize the short and medium term evolution and changes of the system. In the last situation, the targets aimed at must be the improvement of the system operation, despite the lack of balance, and the coherent integration in the existing conditions.

Thus, imperative planning, characteristic to the former totalitarian system, over-centralized and rigid, must give way to indicative planning, based on strategic and participatory methodologies.

As this is a long term process, being closely connected with the dynamics of global changes, the normal question is : what can be done in the meanwhile ?

In the precise case of educational planning during the transition period, one possible solution could be the delimitation of two planning alternatives : the routine planning and the innovation planning.

The routine planning is very close to the classical administrative planning. Its aim is to supply the basic information for the education administration, for the efficient and rational allocation of the resources. Such information concern:

a. the evolution of the school - aged population, the school flows, the regional distribution of school population;

b. the volume and condition of material facilities: buildings, school equipments, etc.

c. the evolution of teaching staff demand, the geographical distribution of teaching staff, its qualification, the demand for administrative personnel;

d. the education financing, expenses evolution, financing sources, etc.

One important condition for the successful routine planning is to build proper informational systems, having the capability to collect, stock and process statistical data, in an efficient way.

The main risk connected with routine planning (obvious in its denomination) relates to its bureaucratic character, to the possibility of loosing touch with the real, consistent education problems, to deviate toward a conservative conception.

As routine planning will be used in current decision making, in operational management,in order to avoid the above mentioned risks, management must closely keep in touch with the managed system. In other words, a decentralized system in which routine matters are solved at lower levels has better capabilities to respond to real local problems, by means of what is called micro-planning.

In the same time, data and information used in micro-planning have better chances to reflect reality, in comparison with the aggregated data representing average values, used in macro-planning.

The innovative planning is closer to the modern planning concept and to the international trends in planning. It aim is to assist the reform, by the development of targets and strategies, of programs and operational projects, by the implementation and evaluation of programs and the dissemination of results. The innovative planning can be carried on by means of three types of studies:

a. diagnosis studies, aiming at the identification of needs and problems;

b. forecasting studies, looking for the evolution of present trends;

c. prospective studies, which develop desirable alternatives, according to the assigned goals.

The restriction of the preoccupations to the diagnosis studies might induce the adoption of the so called " tunnel vision ", reluctant to innovative changes. The restriction of the activity at the first two types of studies (diagnosis and forecasting) might generate the risk of an un-justified extrapolation of the present into the future. Combining the three types of studies - diagnosis, forecasting and prospective - one can get the knowledge and information required by the innovation implementation.

THE REFORM STRATEGY

In this paper, the notion of education reform is used with the meaning of global change of structures, institutions as well as the modification of the organization framework, according to the educational aims or to a new education model. Unlike the current innovation, which is punctual, permanent and does not affect the education structures and model, the reform is recurrent and comprehensive, implying a basic re-structuring of the education system.[2]

Any education reform starts from a new education policy and an operational strategy of the policy. In the chapter " Education policy in the transition context " we formulated the new principles and priorities of the education policy. In the following pages we shall discuss the appropriate strategy of this policy and the reform we are recommending.

If policy is expressed by a number of postulates, norms and general options, the strategy refers to the aggregated of derived actions. It contains in fact the specialized programs, centered on the main problems to be solved, as well as the evaluation of their success chances.

In accordance with this view we shall present the education reform strategy (the reform necessity, strategic objectives, reform agents and main short, medium and long term measures). In the end of this chapter we shall evaluate the success chances of the education reform, taking into account the evolution of connected domains: demographic, economic, socio-political and international.

I. The necessity of the reform

Not everybody is convinced about the reform necessity. Part of the public even considers that education is one of the efficient domains, given its capacity to generate elites (the winners of subject olympics are often mentioned), to supply qualified people for any social and economic field and a large number of educated people. Some steps for financial assistance and a new education law would be enough to end the chaos of the first transition years.

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[2] On other occasions we used the term evolution reform to designate current innovation and restructuring reform to designate the basic reform of the education system.

Unlike this opinion, there are enough reasons which justify the need for a basic reform of the Romanian education system.

1. The transition from dictatorship to democracy implies a fundamental change of the education model. The present education system, generated by the principles and needs of the communist society, must be gradually replaced and adjusted to the new requirements. It is a substantial change, which does not mean " cosmetic " improvements or limited corrections. The reform imply the re-structuring of the whole organizational framework of education: aims, legal frame, institutions, curricula and selection system, financing, administration, evaluation, education and further education and training of teaching staff.

2. The medium and long term reform planned for all economic and social sectors can not be achieved without adequate human resources. Education is the specialized institution which has to train such resources at the quality level required by the future society. For this reason, the education reform is not only a tool for the re-structuring of the education system, but also an important social changing factor.

3. At present, one can note a progressive deterioration of the self-adjustment and self-development capacity of the education system. This capacity, characteristic for each social system in normal condition, tends to be annihilated by blocking factors (blockings) (We have considered this trend in the chapter " The blocking factors analysis "). The cumulated crisis, blocking the self innovating reactions of the system, can only be solved by a re-structuring reform. It is necessary to take action on the causes, not on the effects. Or, as we have already seen, such causes are related to the basic concepts of

the present education system.

4. The political goal of European integration, stipulated in the agreement concerning our integration in the EC, recently signed by the Romanian government, imply the re-structuring of all institutions and sectors of the social life. In accordance with this agreement, the Romanian education must rapidly reach Western performance and organization standards.

As result of the external pressure, the Romanian education must get prepared to face openess, mobility competition and situations and must meet the specialization all requirements of the integrated economic market. This is a new situation, having no reference in the past, and no connection with the previous economic protectionism and cultural autarchy. As the European integration is expected in the next 5-10 years, the education reform has to be started as soon as possible.

II. The reform agents

We are discussing here the groups or social categories, the institutions and organizations engaged in the effective achievement of the reform. In the education reform, the main agents are the professors, the pupils and the students. Without their participation, without their active contribution and motivation, the reform programs are only un-operational texts.

This is why the analysis carried out in the ministries, Parliament commissions, government agencies must be backed by comprehensive debates, in order to stimulate a "battom-up" pressure. A favorably beginning was the national debate of the project of the education law. However the debate has been limited to the text of the law and implied no further detailed analysis, generating the current conception that the reform of the education system is limited to the passing of a new education law.

The education reform is a comprehensive social action carried out on many levels. The reform imply a legal approach - the education law, the implementation decrees, the current legal norms. The main share in this ample social action named education reform goes to the operational mechanism of, implementation and evaluation.

The reform can not be imposed, it can only be achieved by a huge innovation activity, starting from the base of the system. Such activity includes all socio-professional groups having specific roles in the reforming process: professors, pupils, students, parents, administrators, Parliament members, researchers, unions, the press, local communities, professional associations, political organizations, etc.

It is necessary that such social actors reach a minimum of consensus concerning the reform strategy. For the co-ordination, management and evaluation of the reform programs an institutional framework should be created, having the following structure:

a) The Reform Department, recently organized at the Ministry of Education. As this structure can only have a limited number of reform managers, it has to be very efficient in the motivation and use of the resources outside the Ministry of Education: higher education institutions, the Institute for Educational Sciences, school inspectorates, Houses of the teaching staff, institutions sub-ordinated to other ministries, the Convention for the Education Reform, trade unions, etc.

The representatives of such organizations could be assembled in a consultative body named the National Council for the Education Reform. In order to be an efficient body, the Council should include experts in each field, to organize analysis and debates, to present precise recommendations and proposals, in the form of a reform program.

Obviously, the first set of analyses should focus on the definition of the education policy and of the reform strategy (to this purpose, the present paper can be a first working document). For precise problems and projects, the Council could organize specialized experts commissions: The Management and Financing Commission, The Commission for the Reform of Schools Programmes, The Testing and Evaluation Commission, The Commission for the introduction of Computers, The Commission for Adults Education, The Commission for Educational Forecasting, etc.).

The National Council for the Education Reform should have a proper budget, for being able to employ, full or part time, for precise studies and projects, specialists who do not belong to the central administration

b) The regional agencies of the reform can be organized beside the Houses of the teaching staff, as innovative and development centers for the professors engaged in the experimentation, implementation and evaluation of the projects suggested by the National Council for Education Reform. Such centers already exists in all counties. Some of them have even their own publications, projects and alternatives to the education law. However, they are not acting according to a general strategy. All such resources must be registered and connected to a coherent reform program.

c) The institutional framework of the reform must include a network of pilot-schools, of innovation and training centers which should induce the reforming spirit at the local level. Without giving up the principle of equal chances, without becoming a new type of "elite " institutions, such schools should be the first to adopt and implement the experimental programs, the new education methods and means, the new evaluation and administration systems. As none of the reform projects can be implemented downwards, in all units in the same time, some action criteria must be adopted: financial, social, pedagogic, geographical, administrative, etc.

There are now many education units experimenting methods, means and alternative contents, but they have not the statute of pilot schools. Action should thus be taken for adopting as soon as possible the statute of pilot schools, which should indicate their functioning conditions, criteria and limits.

III. The strategic objectives

The previous analysis anticipated a type of strategy based on the duality : evolution reform-re-structuring reform. The first one reflects the natural development capacity of the education system, its possibilities in the field of change, punctual innovation and self-adjustment. It is in fact a state of perpetual innovation and adjustment at a *given context*, characteristic for social systems in general and educational system in particular.

We have equally seen, in the chapter titled " The Analysis of Blocking Factors " that the capacity of spontaneous problem-solving by means of internal resources is compromised by the accumulation of several crises which apparently can not be solved. Such cumulated critical situations, backed by the relative indifference of the authorities, can compromise in the long run the renewal chances of the education structures and institutions.

After years during which education had a marginal position and has not been allocated the necessary financial means, its position today is more than critical, at a risk level beyond which, unless urgent steps are taken, the present generation is assuming a tremendous responsibility in front of the generations to come. Either we like it or not, either we have or not the necessary means, the only solution for going beyond such critical situation is the re-structuring reform. The longer we postpone the decision and ignore the signs of the functional obstructions, the higher the cost of the reform will be.

Probably such messages are received from all sectors. The centers of political and financial decision-making have a very difficult mission. The main step is to go beyond the emergency measures, centered on the surviving principle, and to project consistent reforms, according to long term coherent programs. In the education field, the immediate strategic options may by presented as follows:

a) the limitation of the education reform at the level of the evolution reform

b) evolution reform and recurrent implementation of re-structuring measures.

c) re-structuring reform integrated with the evolution reform.

The first version is centered on the use of educational internal resources for innovation and development: the existence of excellence centers in all regions and at every education level; the autonomy of higher education, one main reform agent; the current pedagogic innovation and the creativity of the teaching staff; the anticipating projects suggested by the pedagogic research; the young generation receptivity for changes; traditions and positive results. All such resources of the evolution reform act within the same structures, organization, and management systems as before 1989. Their renewing effort might be neutralized by the incompatible operational frame.

The second alternative is centered on the idea that the effects the evolution reform are insufficient in the present environment and that punctual innovation and emergency measures can not meet the change demand of the education system. The decision-makers are aware of the need to re-structure, and are willing to act, they only lack the means to take immediate action. We have to add the fear of social risk, in the context dominated by incoherence and uncertainty.

As no other sectoral reform (and in the first place the economy reform) offers a guarantee of stability, the re-structuring program is delayed for the long and very long term, priority being given to the evolution reform. The disadvantage of this option is that re-structuring has not an immediate effect on the present situation. More than this, the positive re-structuring effects could be overwhelmed by urgent problems and so the crisis management might prevail on reform management. It is just what happened during the first three transition years.

The third alternative is centered on the idea of immediate re-structuring, simultaneously with the implementation of the evolution reform. This is in our opinion the most effective formula in the transition environment.

Unlike the second alternative, where re-structuring and current innovation are parallel processes, the re-structuring reform is interfering in the mechanism of the evolution reform, and is sub-ordinating it to a medium and long term program. In this conception, re-structuring has in fact a dual mission : to " unblock " the evolution reform and to change the operational framework of the education system.

To this view, the strategy of integrating the re-structuring reform and the evolution reform has three objectives: re-structuring, modernization and the solving of urgent problems.

1. Re-structuring has in view the new organization and operation of the education system according to a new education policy. The change will be focused on the following aspects: management, administration, educational planning, financing, evaluation, organization of the education system, the legal framework, education and further training of the education staff,the statute of education as compared with other sectors of the social life.

2. Modernization is an important step for improving the quality, aiming at an increase in the efficiency of components of the education system: contents, text-books, evaluation techniques, teaching / learning methods, education technologies, equipments and pedagogic infra-structure.

3. Solving of urgent problems refers to immediate corrective measures, as it happened during the first year of transition (in order to eliminate the most striking effects of communist education) and, on the other hand, to steps taken in order to stop the decline of education quality, generated by insufficient financing, the depreciation of material facilities, the annihilation of the investment capacity.

Such measures are aimed at the maintenance of the system operation in accordance with standards established 10-20 years ago, which, we must admit, is a goal inconsistent with our aspirations for European integration and transition to a new type of society.

The strategy of integrating the evolution and re-structuring reforms has the following objectives:

A. Re-structuring of the education system by the following long term actions:

1. The implementation of a " life long education " system, which would generate the extension of education offer in a period of time in which social learning and social emancipation are priority goals of the education policy. The system has several targets:

a) to assure basic education for all young people up the age of 16.

b) to assure specialized secondary and higher education for generating a " critical mass " of personnel trained at secondary and high level, representing 40 % and respectively 10 % of the coresponding age population (15-22 years old and respectively 19-24 years old.)

c) "life-long" education of the adult population, mainly between 20 - 50 years old, for which 30 modules of general and professional education are being prepared, each of it during 6 weeks.

d) organization of the " second chance education ", for adult people which could not get proper education;

The Ministry for Education must pilot the life-long education system, and to this end it must become the Ministry for National Education (as it was during the inter-war period and as it is in Western countries).

2. The issuing and adopting of laws meant to guide the national education.

3. The organization of a center of co-ordination and implementation of the reform (with the assistance of the National Council for the Education Reform).

4. The decentralization of the co-ordination and administration of the education system, by:

a) delegation of responsibilities toward lower levels of the primary and secondary education (inspectorates, Houses of the teaching staff.

b) increase of education units autonomy and responsibilities, by the system of public responsibility concerning the resources use;

c) setting up participative management bodies, which would include representatives of local authorities, economic agents, parents, etc.

5. The re-organization of the education financing system, by identifying new financing sources, the use of modern allocation formula and the increase of the efficiency of the funds use;

6. The development of the evaluation and planning system of education (data bases, information flow, evaluation and forecasting procedures);

7. The improvement of the statute and condition of the staff at all education levels (wages, social prestige, civic rights, professional rights);

8. The re-structuring of secondary vocational and technic education (channels simplification, the adjustment of the list of occupations, the abolition of complementary education, a common core for the general training in all secondary schools).

9. The abolition of state monopoly on text-books and the liberalization of the pedagogic market. The abolition of the "unique text-book" principle and the revision of the subsidizing system for text-books for the direct benefit of families and education units.

10. The reconsideration of the investment policy: launching major investments in the field of education buildings.

11. The re-organization of the teaching staff education and further education system: the definition of initial and life-long education, minimum of psychological and pedagogical assistance for all professors, the institutionalization of in-service training and its connection with the reform targets.

12. The development of innovation capacity by promoting research in the educational field, the improvement of the pedagogic information and documentation, the stimulation of international co-operation and initiatives in all education units.

13. The re-integration under the competence of the Ministry for Education, of vocational education units now under the co-ordination of the " productive " ministries. Within the privatization context, their material facilities are used for other purposes than training.

14. The re-integration under the competence of the Ministry for Education of special education units and the abolition of the institutional and administrative segregation preventing the access of handicapped children in the so called " normal " education. The education policy is unique and must be co-

ordinated by an unique central administration.

B. Education modernization, in order to increase its quality mainly in the following domains:

1. Contents up-dating and their organization according to the cognition science and curriculum theory; the reconsideration of school programs in the perspective of a pedagogic conception centered on objectives; the change of text-books conception (the introduction of alternative text-books, their elaboration as a set of textbooks : pupil textbook, teacher textbook, exercises and evaluation textbooks); design of new contents, according to the evolution of contemporary knowledge and thinking.

2. The revision of the education plans :

emphasis on basic competences at the level of primary education;

development of the pupils general knowledge, promoting the disciplines correlation during the gymnasium education, and the inter-disciplinary integration during the secondary school (lycee);

stimulation of the understanding of the contemporary world, of its problems, by means of a synthetic social and humanistic education;

a common core of disciplines for all types of secondary education, backed by the increased number of optional disciplines;

cultivation of the inter-cultural dimension of education

3. The transition from a training strictly limited at one profession requirements to the flexible training centered on its capacity to solve a multitude of problems, on the basic cognitive abilities, on the capacity of re-adjustment for meeting the requirements of a changing social environment.

4. The improvement of the selection, evaluation and examination system: evaluation based on well established criteria, the transition from the summative evaluation toward the formative evaluation, the use of standardized tests, the elaboration of minimum performance norms and of banks of items.

5. The increase of education efficiency by extending the use of active methods and by education individualization, the use of

computers and of new computing technologies, of school television and multi-media.

6. The higher education institutional and structural diversification, on both the vertical level (an increased share of short time training) and horizontal level:

the development of specialized regional institutions;

the organization of new forms of education resembling the: Fachhochschulen (in Germany), I.U.T. (in France), or "Further Education Colleges" (in Great Britain).

7. The modernization of higher education lectures: improvement of their structure and contently:

a) avoidance of excessive specialization during the first education years;

b) equilibrium between specialized lectures meant for the initiation in the fundamentals of the domain, methodological training and the development of basic professional skills;

c) increased importance of optional disciplines;

d) intensification of foreign language study;

8. Diversified forms of higher education by the organization of open universities and of long-distance education.

9. The encouragement of scientific research in higher education.

10. Re-organization of the activity related to the doctor degree; changing it from an activity of further education to a form of higher education level (the 3rd cycle).

C. Solving urgent problems by the following short-term actions:

1. Dveloping and adopting new education law.

2. The increase of financial resources by the allocation of 7-7,5 % of the gross domestic product (as against 3,12 % now).

3. Proper conditions for the training of young people up to 16 years old, by:

a) the selective allocation of funds in order to assist the education units training pupils from disadvantaged social groups;

b) scholarships for 7 % of the pupils enrolled in the primary and secondary education;

c) the increase of funds allocated for canteens and boarding schools;

d) reductions of transport tariffs and taxes.

4. The increase of teaching staff salaries in accordance with the evolution of wages of other professional categories:

5. The improvement of the material facilities by:

a) capital repairs aimed at assuring a minimum operational level of all education units;

b) investments meant for building new schools and higher education facilities;

c) allocation of proper fuel quantities, for assuring the normal operation of education units;

d) allocation of funds required for ensuring the functioning of all education units, canteens and students hostels.

6. The creation of the conditions requested by the normal operation of the education system, by:

a) the periodical revision of text-books and programs;

b) the provision of text-books needed by all pupils enrolled in the state education;

c) allocation of funds meant for the free manuals distribution of text-books;

d) a minimum of endowment with pedagogical equipments and means.

7. The initiation of a program aiming at solving the education problems in rural areas:

a) education and further training programs for the unqualified teaching staff;

b) solving the problem of educating pupils in small villages, by means of flexible measures (the organization of the transport network, school boards in near-by towns, flexible didactic norms, adequate pedagogical methods for classes with simultaneous teaching).

8. The authorization of state and private higher education units by :

a) adoption of evaluation procedures and criteria;

b) setting up of accreditation commissions;

c) identification of priorities.

9. The reconversion of a part of the unemployment aid as

education services; such services should be included in a further training program for young unemployed people.

For each such strategic cbjective, adequate operational programs must be issued. The co-ordination of the activity must be carried on by the National Council for the Education Reform and its specialized commissions.

IV. The evaluation of the succes chances

As we have already seen, the development of each strategy must include the evaluation of success conditions and chances. In our case, such preliminary estimation is necessary, having in mind that the strategy is going to be implemented in a period of time subject to uncertainties and crisis during which the experts arguments might at any moment be turned upside-down or amended by real evolutions.

In this context we are going to identify the main factors which could affect the rhythm and amplitude of the education reform. Such factors are conditioning the implementation of the suggested strategy.

1. Demographic factors

The demographic evolution is one of the " heavy trends" of development. It is a probable trend, estimated as such, which can not be influenced. At present, Romania is facing a serious decrease of the birth rate, due to abhortion liberalization and to the precarious economic situation as well as to general social and cultural factors which, in the last decades, led to the ageing of the European society.

Appendix I presents the main trends in the evolution of the school age population in Romania, between 1993 and 1996. As it can be seen in figure 13, the population between 6 - 24 years old is expected to decrease from 7 276 374 in 1992 to 6 603 074 people in 1996 (which represents a diminution by 9,25 %).

Such massive decrease of the young population shall have very serious effects on the education system: the reduction of enrollments, disequilibria between levels and generations, fluctuations in the demand for teaching staff, etc. In addition, the demographic decline will make worst already existent inequalities:

a) among regions with high birth rate (Moldova) and low birth rate (Banat);

b) the demographic dynamism of some ethnic groups, already having a high birth rate (gypsies).

For this reason the analysis of the direct impact of the demographic evolution must be done at the level of each region, where better knowledge exists regarding the real situation.

2. Economic factors

There is a reciprocal relation between economy and education: economy provides the means requested by the education system, while the education system provides trained human resources needed by economy. During the transition period such reciprocity is getting new dimensions:

a) economic reforms have a direct impact on the education, by generating new requirements as far as basic instruction and professional quality are concerned;

b) education can either delay or accelerate the economic reform, by the quantity and quality of human resources supplied.

According to most analysts, the transition to the market economy in Romania is an irreversible process. However, the rhythm of the reform is uncertain.

A rapid rhythm of economic transition should generate an important increase in the qualified human resources demand, but would equally induce a high unemployment rate. In this alternative, adult education would become very important, contributing to the re-cycling and re-qualification of the un-occupied population wthout jobs.
Basic education will not be affected, as against the vocational, technical and higher education.

On the other hand, a slow rate of economic transition would induce a slighter influence of the economic on the dynamics of the educational system. In this alternative, the education reform will not be accelerated by the demand of economic sectors, as in the previous situation. The reform will result from a process of anticipation of the inter-sectoral evolution, from the need to anticipate in due time the demand for human resources of the future socio-economic configuration.

Another uncertainty is connected to the question: to which extent the transition to the market economy will be accompanied by the modernization of the economy ?

The external conjuncture will play a major part. On one side, the pressure of the world market will push Romanian economy toward modernization and re- structuring. On the other side, the sustained effort for modernization and connection to the world market will not be possible without external assistance (capital, modern technology, know-how), which is however subject to social and political evolutions which are very difficult to anticipate. The process of economic modernization will have a direct impact on the human resources:

a) the demand for un-qualified or low qualified labor force will decrease;

b) the demand for highly qualified labor force will increase;

c) the value of the existing " qualification " stock will face a rapid depreciation.

In any such situation there is a constant element: the persistence of medium and long term economic recession. This is a permanent characteristic of the time period during which the education reform has to be implemented. This will affect the capacity of financing reform programs and will influence all decisions related to the education. Reform planners must thus get used with the difficult conditions of economic austerity.

3. Political factors

Different political parties or political views may have different ideas about education matter. Such differences will not affect, at least in the initial stages, the strategy of the education reform.

The success of the education reform will depend on the firm commitment of the political factors. This depends on the political stability or instability and on the program of the winning political formation.

Obviously, in the conditions of political instability and social disequilibrium , one can not generate the consensus needed for starting and implementating the reform. In addition to the stability - instability aspect, one important political part is played by the centralization - decentralization relation. Even in a stable political climate, power distribution has a specific influence on the education reform. The preservation of a centralized system is encouraging imperative "top-down" approaches, in which, central authorities have the main initiative for change, while other levels are only responding to the new requests, to a greater or lesser extent.

4. Social and cultural factors

Poverty is not only an economic reality, it has a more comprehensive significance, and important psychological implications. Poverty must not be considered only in absolute terms, but equally in relative terms, by comparisons with other countries or with differented social groups. The prolongation of the economic recession will determine the increase of the weight of disadvantaged social categories. Education must be prepared to meet the various needs of these categories.

Family , main factor in the education process, will equally be affected by the adverse economic conditions. The privatization process could generate positive effects for strenghthening family positive influence in the education process. It is possible that, after over-passing the primitive accumulation stage, with negative moral effects, the "discipline" of the private property might generate a renewal of ethic traditions, mainly in rural area.

Woman is the main educative factor in the family. The preservation of the present situation, in which women belong to the disadvantaged categories of society, can have negative effects on the young generation education. The modification of this situation depends in a great deal of factors, among which not in the last place, the educational one.

One negative trend is the expansion of consumer sub-culture. This is a " heavy trend" characteristic for both economic growth and economic recession.

Religion could have a positive influence, if orthodoxism will go beyond its traditional introvert tendency and will open toward social activism. If not, in the absence of such reforming process, other religions , more extrovert by definition, might assume an aggressive activism, which might affect education too.

At last, another factor with positive effect: sports. If society will succeed to pull sports out of the publicity performance enclave, it could play a positive part in education. It can help both phisycal fitness and the development of personality, the socialization process and openess for innovation and social action.

5. The international context

The international conjuncture plays an important role in the transition process. It can emphasize or lessen some internal trends or can generate new economic and politic realities.

The prospects of European integration are particularly important for our county. Such a process will certainly generate cultural and educational implications, among many others.

Romania has a special geo-political situation:

a) at the confluence of influence areas of several European powers: Germany, Russia, Ukraine, Turkey;

b) in the in the turbulent Balkans area;

c) on the axis of the Rhine-Danube-Black Sea way at communication

d) in the Black Sea basin.

Thus, there are many regional and inter-regional co-operation opportunities, according to various formula, each having specific effects on future education.

In addition to the mediated impact, the international environment may have a direct impact generated by the willingness of other countries to assist the Romanian reforming effort in the education field.

Although, for the moment, education is not a priority of assistance programs, it is possible that the situation might change in future. While the disadvantages of the existence of under-developed European areas becomes more and more evident for the advanced European countries,they will have to allocate additional funds for assisting the reforming process in the transition countries.

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The above mentioned factors may became obstacles or opportunities for the education reform. Their impact on the reform strategy can be summarized as follows:

1. The economic transition, either slow or rapid, accompanied or not by a modernization process, can not determine the direction but only the rhythm of the education change, by developing pressure for change

At present, education is going through a period of bureaucratic survival. The main preoccupation is related to the administration aspect, for self-satisfaction of the system needs: the enrollment of young people in the education system, the remuneration of teaching staff, etc.

As long as the social demand is not generating precise requirements, education is only following performances having little social relevance or no relevance at all.Education is only following the economic evolution, waiting that the reforms in this field generate the impulse of its own reform. We have to ask ourselves how long such a situation shall last. However, at a given moment, such passive, expectative attitude shall be broken by the shock produced by the young generation inability to get employed, due to its poor training standard. In the meantime, unemployment might reach unbearable levels.

The alternative is to develop an anticipative, prospective attitude, for preparing for the future or even deliberately creating the future.

2. The politic stability or instability, the power distribution, the program of the ruling political formation influence the capability to engender changes in education and even the direction of such change.

3. " Heavy long- term trends" have an inconsistent effect on the reform.

Insufficient resources for education (even if the gross domestic product percentage allocated for education will increase), in the context of long term economic recession generates difficulties in implementing the reform.

The decrease of school- age population, induced by the " heavy trend" of the birth rate decrease, might " free" additional resources to be used in the reforming process. However, the resource requirement of the evolution reform shall not be met if the re-structuring reform will not free the sources for the self-generation of changes.

4. The decrease of learning motivation, in the context of poverty and of the existence of disadvantaged categories (new social categories having to face poverty, the population in rural, disadvantaged areas, the population in the perifery of urban areas, the gipsy minority) generate the increase of the responsibilities of formal education system.

Having in mind the threat of low quality consumer culture and the risk of having to face first the undesirable effects of liberalism, education must not be left alone in this dispute, it must get all the assistance of other educational institutions : family, Church, television, press, local communities, etc.

WORLD BANK PROPOSAL
FOR A PROJECT FOR ROMANIAN EDUCATION REFORM

Starting in the '80s, the World Bank policy has been centered on the neo-classic liberalism, according to which there is only one source of development: the aggregate of market mechanisms. The international community is one huge market, having the same regulatory mechanisms as the internal market of a national economy.

Consequently, the various sectoral or local markets must get integrated in the international macro-structure following the imperatives of the demand/offer law. If some products are in greater demand on the world market, the internal market must mainly encourage that specific production branch.

This strategy will generate chain effects, inducing impulses in all other sectors of the social life. In this respect, the success of the " Asian Dragons " (Korea, Taiwan, Hong Kong, Singapore) is often quoted; for such countries, the economic progress essentially depends on the external demand. A similar success is expected in Mexico, Turkey, Malaysia and Thailand, as well as the countries of Central and East Europe.

In order to get integrated in this global interdependencies mechanism, the countries must adjust to the competitive, specialization and performance structures, required by the world market. To this end, they must adopt what the Word Bank calls a program of structural adjustment, a program of re-orientation of the national economies according to external demand. This option affects not only the economic sector, but equally all other activities.

In order to encourage this evolution, The World Bank offers a structural adjustment loan, granted to the willing countries under the condition to develop the market economy and restaur, in short time, the budgetary equilibrium.

The principle of structural adjustment induce effects in the education domain too. Generally speaking, its implementation has the following consequences : the giving away of the state

monopole on the education system, the decrease of the part of central planning,
the financing diversification, the decision making decentralization and the liberalization of the pedagogic market.

In the developing countries, with some exceptions (Maroc, Tunisia, Rwanda, Mauritius) the effects of the structural adjustment program on the education have been mainly unsatisfactory. The budgetary restrictions adopted within the program affected the total of public expenses, the first sacrifice sector being education. This led to the depreciation of the quality of national human resources, and, in the end , had a negative influence on the development program.

The conclusion of the evolution of these unexpected effects was that, while the program, in its substance, is correct, the un-discriminating implementation, by cutting mainly the public education expenses, might not be the best solution.

We made this introduction in order to explain the general context and the World Bank policy in the education domain and, on the other hand, in order to avoid other countries' errors in the implementation of the structural adjustment program.

Obviously, the decision for a structural adjustment loan, in fact an conditioned loan, can only be taken by the Romanian Government. Competent studies have been elaborated in favor of this option. Some facts are to be mentioned concerning the specific of such type of credit and the education structural adjustment program.

No doubt, due to the chronic lack of financing in the Romanian education, any flow of funds would be welcome. However we must have in mind this is nor an aid, neither a grant.It is a loan, an interest paying loan. The loan has to be re-paid following the structural adjustment effort and the increase of efficiency in all sectors of the Romanian society. The use of part of such credit in the education system has the justification of any investment in human resources. It is a profitable investment, mainly on the long run, contributing to the recuperation of present expenses. In other words, the use of the funds for education purposes would show that the authority is considering the education reform a priority of the transition period.

However, there is a second significance. According to the general international practice, the start of a World Bank project in some field is a warranty for other international financing institutions and bilateral co-operation bodies. A World Bank investment in the education reform may generate new projects.

The main problem is the efficient use of such credits. In this respect, as any other institution concerned by the efficiency of the credits granted, the World Bank had some investigation and evaluation missions, related to the reform of the Romanian education. The result of the first mission was a comprehensive report sustaining the idea that the general transition prospects very much depend on the human resources policy (education, professional training, protection and social assistance, family planning). A simple truth well known by the Romanian experts, but sometime ignored by the authorities.

The basic principle of this report is the notion of the integrated reform : The Romanian education system, in order to go beyond its problems, (analyzed by the report) needs a comprehensive reform. This reform has to be projected according to an integral vision, so that the reform in one field (as, for instance, the curriculum) be sustained by the reforms in other domains (textbooks, evaluation, etc.). (p.85).

The objectives of such integral reform, recommended in the report of the World Bank, are:

a. in the pre- high school education - the modernization of the teaching methods and means, the programmes reform (the curricula), the change of the policy in the field of school textbooks (the giving up of the monopole of the state, the increase of production competence in this field), the reform of the examination and evaluation system, the diversification of financial sources and the improvement of the education management.

b. in higher education- the de-centralization of the resources allocation system and the change of structures (to avoid the premature specialization and the integration between teaching and scientific research.)

Other missions followed; they sustained these proposals and presented detailed operational programs. Their result was the November 1992 general report on the education reform in Romania. This report is centered on the assumption that, despite some positive characteristics (the high training rate in primary and second level education, the small percentage of school failures, the qualification of the professors in some fields, the children motivation for learning, etc.) the Romanian education system is not reaching the performance standards of the education in the EC and OECD countries.

As Romania intends to integrate as soon as possible in such international communities, a substantial reform of its education system is compulsory. The objectives of such reform, according to the World Bank project, should be the following:

a. the increase of basic and secondary education quality by:

- the reform of school programmes and of the examination and evaluation system ;
- the training and improvement of the teaching staff
- the improvement of didactic means

b. the re-structuring of the secondary technic and vocational training by:

- the revision of programmes and setting up of pilot schools
- the improvement of the standards for the professional formation and attestation (granting of pedagogic degrees)
- the improvement of the personnel in the vocational training.

c. the improvement of the education financing and management, by:

- the modification of the administration, allocation, use of resources system
- the organization of the reform co-ordination and implementation system

According to the above quoted document (p. 11) the amount of the World Bank credit for the Romanian education is of 179.5 millions US$ (basic cost) and 227 millions of US$ (total cost of the project)

Here we have to state the following:

In the first place, this project express the World Bank policy which mainly offers credits for the development of certain components, considered the most dynamic elements of the structural adjustment at the global social level. There is a double risk: to focus of the reform on some components and levels and to sub-ordinate the education objectives to the general targets of the structural adjustment.

In practice, as against other sectors, the education evolution mainly depends on the internal demand (not the external demand). Priority should be given to long term pedagogic objectives and the harmonization of economic, politic, cultural, social and moral final targets. The solution we view is the integration of the structural adjustment program into the education reform (in other words, the education reform is not limited to the structural adjustment program in the field of education).

In this prospective, the World Bank project would become one component part of a national program for the education development, centered on the internal social demand and its evolution in the next decades. In the chapter allocated for the re-structuring adjustment we have suggested such a global strategy.

In the second place, it is obvious the specific banking approach; any competent investor is mainly preoccupied to minimize the risks and to concentrate on profitable sectors. Whatever its problems, Romania is not, however, in the situation to publish its first school textbook and form its first generation of professors. Accordingly, the concentration on the sectors where experience and expertise capacities exist (elaboration of pedagogic materials, training of didactic personnel) is probably motivated by the preoccupation to minimize risks.

In conclusion, we support the opportunity of a World Bank credit for the Romanian education reform. Such credit must be used with utmost care, centered on the priorities established by the Romanian authorities and integrated in the long term global program for the development of the education system.

ANNEXES

ANNEX I. BASIC INDICATORS OF THE ROMANIAN EDUCATIONAL SYSTEM

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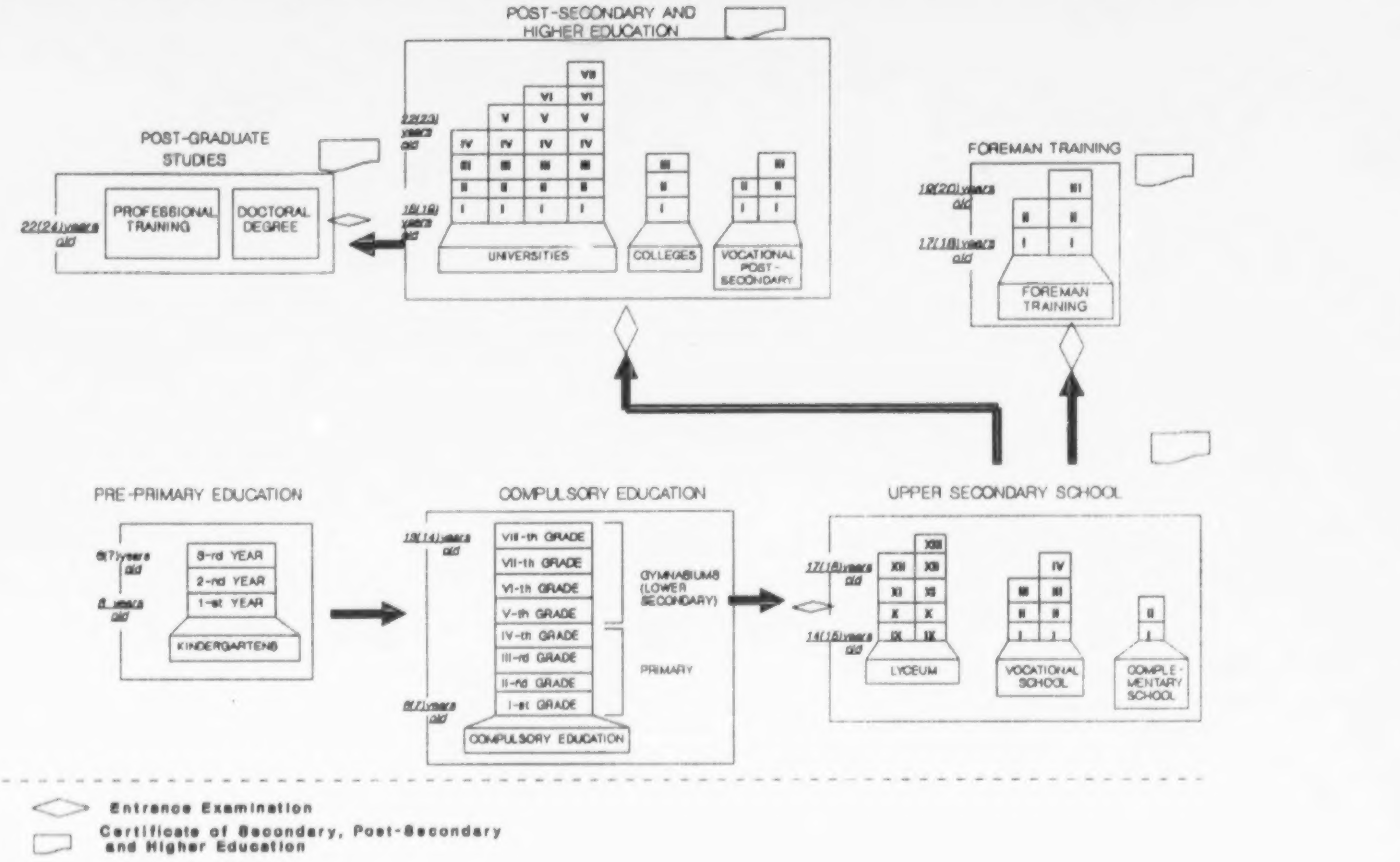
I.1. Present structure of Romanian educational system

Fig.1 STRUCTURE OF THE ROMANIAN EDUCATIONAL SYSTEM


POST-SECONDARY AND HIGHER EDUCATION
22(23) years old
18(19) years old
UNIVERSITIES
COLLEGES
VOCATIONAL POST-SECONDARY
POST-GRADUATE STUDIES
22(24) years old
PROFESSIONAL TRAINING
DOCTORAL DEGREE
FOREMAN TRAINING
19(20) years old
17(18) years old
FOREMAN TRAINING
PRE-PRIMARY EDUCATION
6(7) years old
3 years old
3-rd YEAR
2-nd YEAR
1-st YEAR
KINDERGARTENS
COMPULSORY EDUCATION
13(14) years old
6(7) years old
VIII-th GRADE
VII-th GRADE
VI-th GRADE
V-th GRADE
IV-th GRADE
III-rd GRADE
II-nd GRADE
I-st GRADE
COMPULSORY EDUCATION
GYMNASIUMS (LOWER SECONDARY)
PRIMARY
UPPER SECONDARY SCHOOL
17(18) years old
14(15) years old
LYCEUM
VOCATIONAL SCHOOL
COMPLEMENTARY SCHOOL
Entrance Examination
Certificate of Secondary, Post-Secondary and Higher Education

I.2. Overall statistical data of the Romanian educational system between 1989 - 1992.

Table 1. School population against the whole population of Romania

School year	Population of Romania	School population	%
1989/1990	23151564	5544648	24,0
1990/1991	23261203	5036379	21,6
1991/1992	23185084	4774836	20,6

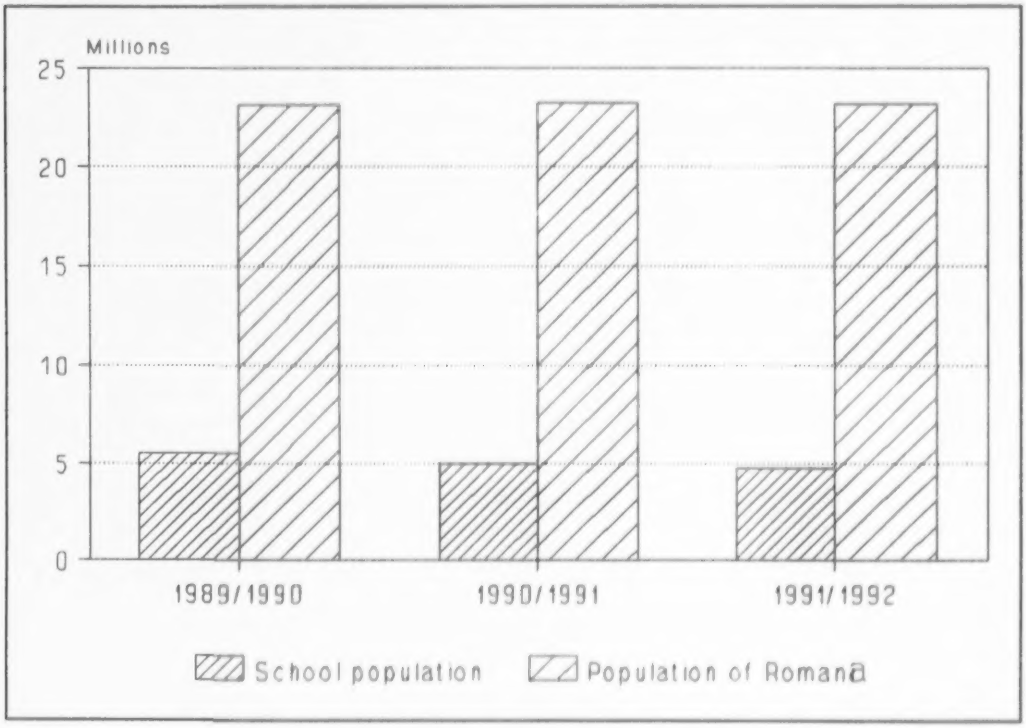


Table 2. School units between 1989 - 1992

School year	Total	of which:							
		kindergartens	primary schools	gymnasiums	high scl	vocational schools	technical schools	foremen schools	instof high educ.[1]
1989/1990	27327	12108	6166	7191	981	798	-	39	44
1990/1991	28167	12528	6070	7305	1198	707	161	149	48
1991/1992	28808	12595	6137	7710	1209	717	212	172	56

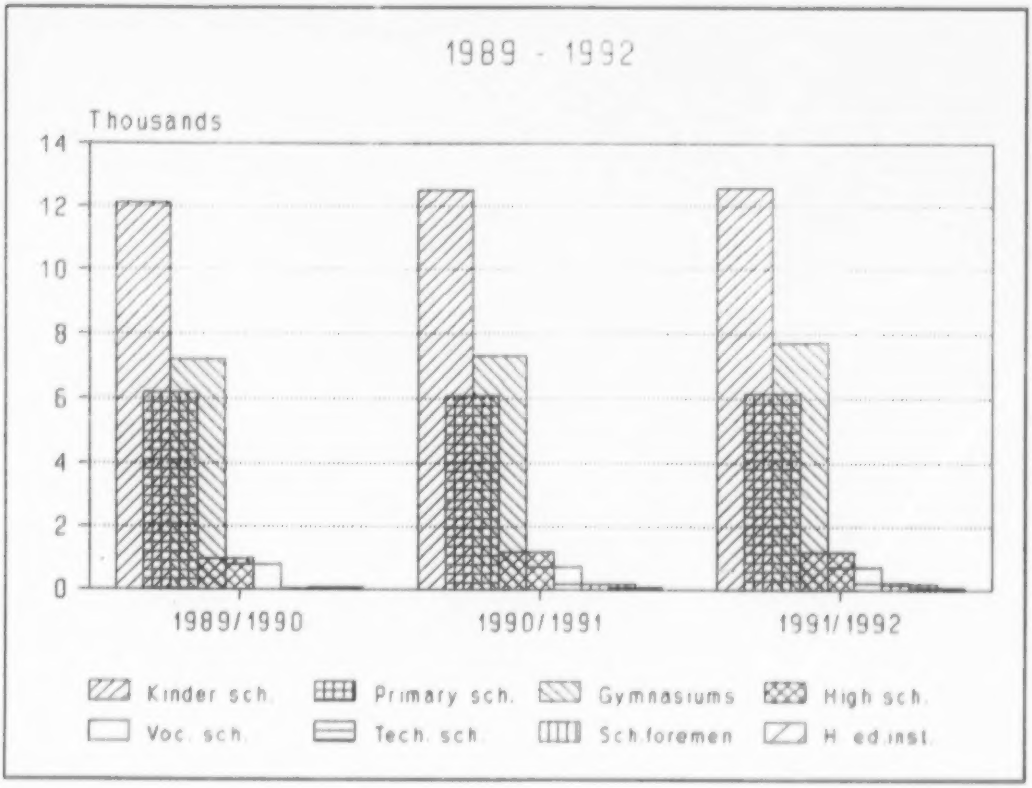


Table 3. School population by grades of education between 1989 - 1992

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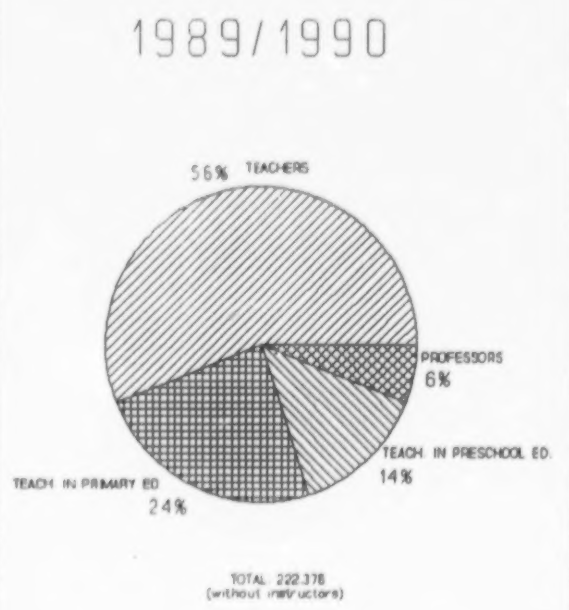
[1] Numai pentru învăţămîntul superior de stat

School year	Preschool education		Primary and gymnasium education		Secondary education (high school)		Vocational education, postsecondary education, foremen education		Higher education	
	No.	%	No.	%	No.	%	No.	%	No.	%
1989/1990	835890	15.0	2891810	52,1	1346315	24.2	306126	5.5	164507	3,2
1990/1991	752141	13,5	2700654	53,6	995689	19,7	395085	7,8	192810	5,4
1991/1992	742066	15,5	2608914	54,6	778420	16,3	430210	9,0	215226	4,6

Table 4. Teaching staff between 1989 - 1992

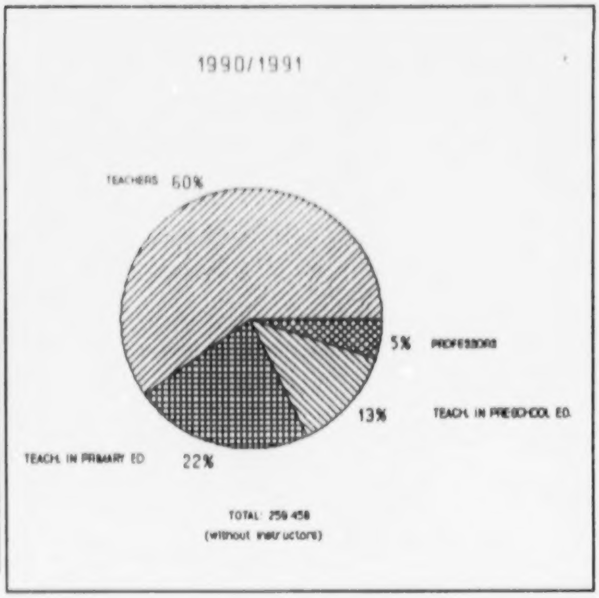
1989/1990

Function of teaching staff	Number	% of total
Total of which:	222376	100,00
- teachers in preschool education	31293	14,07
- teachers in primary education	54342	24,44
- teachers in gymnasiums	84642	38,06
- teachers in schools for handicapates and orphanages	6359	2,86
- teachers in high schools and vocational education	34044	15,31
- teaching staff in public higher education (full-time)	11696	5,26



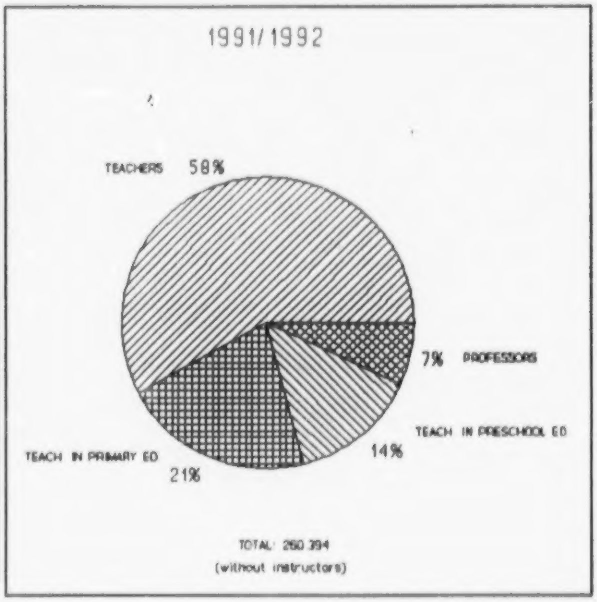
1990/1991

Function of teaching staff	Number	% of total
Total of which:	259458	100,00
- teachers in preschool education	37007	14,26
- teachers in primary education	55947	21,56
- teachers in gymnasiums	98148	37,83
- teachers in schools for handicapates and orphanages	8706	3,36
- teachers in high schools, vocational and technical education	45723	17,62
- teaching staff in public higher education (full-time)	13927	5,37



1991/1992

Function of teaching staff	Number	% of total
Total of which:	260394	100,00
- teachers in preschool education	36311	13,94
- teachers in primary education	55036	21,14
- teachers in gymnasiums	98151	37,69
- teachers in schools for handicapates and orphanages	9264	3,56
- teachers in high schools, vocational and technical education	44017	16,90
- teaching staff in public higher education (full-time)	17615	6,77



I.3. Curricula for primary, gymnasium and high school education (1990-1991)

I. Primary education

(grades I-IV) - 34 weeks

No.	Subject matters	Total classes per year (week)				Total
		I	II	III	IV	
1.	Romanian language and literature, of which:	306(9)	272(8)	272(8)	238(7)	1088
	a)Reading-writing	272(8)	-	-	-	272
	b)Speaking development	34(1)	68(2)	-	-	102
	c)Grammar	-	-	68(2)	68(2)	136
	d)Lectures	-	170(5)	136(4)	102(3)	408
	e)Composition	-	34(1)	68(2)	68(2)	170
2.	Modern language	-	68(2)	68(2)	68(2)	136
3.	Mathematics	136(4)	136(4)	170(5)	170(5)	612
4.	Knowledge about nature, geography	-	34(1)	34(1)	68(2)	136
5.	History	-	-	-	34(1)	34
6.	Arts and crafts (painting, drawing, composition)	68(2)	34(1)	34(1)	34(1)	170
7.	Spelling	-	34(1)	-	-	34
8.	Moral-civic education	-	-	34(1)	34(1)	68
9.	Music	34(1)	34(1)	34(1)	34(1)	136
10.	Sports	102(3)	68(2)	68(2)	68(2)	306
11.	Practical activities	34(1)	34(1)	34(1)	34(1)	136
	Total classes	680(20)	714(21)	748(22)	782(23)	2924

II. Gymnasium

(grades V-VIII)

No.	Subject matters	Total classes per year (week)				Total
		V	VI	VII	VIII	
A.	Social education	432(12)	432(12)	432(12)	442(13)	1738
1.	Romanian language and literature	180(5)	144(4)	144(4)	136(4)	604
2.	Latin language	-	-	-	34(1)	34
3.	Modern language I	108(3)	72(2)	72(2)	68(2)	320
4.	Modern language II	-	72(2)	72(2)	68(2)	212
5.	History	72(2)	72(2)	72(2)	72(2)	284
6.	Geography, Geology	72(2)	72(2)	72(2)	68(2)	284
B.	Basic scientifical education	252(7)	360(10)	360(10)	340(10)	1312
1.	Mathematics	144(4)	180(5)	144(4)	170(5)	638
2.	Physics	-	72(2)	72(2)	68(2)	212
3.	Chemistry	-	-	72(2)	68(2)	140
4.	Biology	108(3)	108(3)	72(2)	34(1)	322
C.	Aesthetical education	108(3)	108(3)	34(1)	34(1)	286
1.	Music	36(1)	36(1)	36(1)	34(1)	142
2.	Painting	72(2)	72(2)	-	-	144
D.	Sports	72(2)	72(2)	72(2)	68(2)	284
E.	Arts and crafts	72(2)	72(2)	-	-	144
F.	Classes of form master	36(1)	36(1)	36(1)	34(1)	142
G.	Optional education	-	-	108(3)	102(3)	210
	Total classes:	1008(28)	1044(29)	1044(29)	1020(30)	4046
	Optional education	-	-	108(3)	102(3)	
1.	Information and computer sciences	-	-	108(3)	102(3)	
a)	Information	-	-	36(1)	34(1)	
b)	Computing technics	-	-	72(2)	68(2)	
2.	Laboratory activities	-	-	108(3)	102(3)	
a)	Laboratories technics of biology, physics, chemistry	-	-	36(1)	34(1)	
b)	Practical activities	-	-	72(2)	68(2)	
3.	Practical activities (mechanics)	-	-	108(3)	102(3)	
a)	Technical activities	-	-	36(1)	34(1)	

No.	Subject matters	Total classes per year (week)				Total
		V	VI	VII	VIII	
b)	Technology	-	-	36(1)	-	
c)	Practical activities	-	-	36(1)	68(2)	
4.	Practical activities (electrotechnics)	-	-	108(3)	102(3)	
a)	Technical drawing	-	-	36(1)	34(1)	
b)	Notions of technology	-	-	36(1)	-	
c)	Practical activities	-	-	36(1)	68(2)	
5	Practical activities (light industry)	-	-	108(3)	102(3)	
a)	Artistical drawing	-	-	36(1)	34(1)	
b)	Notions of technology	-	-	36(1)	-	
c)	Practical activities	-	-	36(1)	68(2)	
6.	Practical activities (processing of wood)	-	-	108(3)	102(3)	
a)	Technical drawing	-	-	36(1)	34(1)	
b)	Notions of technology	-	-	36(1)	-	
c)	Practical activities	-	-	36(1)	68(2)	
7.	Practical activities (agriculture)	-	-	108(3)	102(3)	
a)	Agricultural knowledge	-	-	36(1)	34(1)	
b)	Agricultural practice	-	-	72(2)	68(2)	
8.	House-keeping activies	-	-	108(3)	102(3)	
a)	Knowledge about house-keeping	-	-	36(1)	34(1)	
b)	Practical activities	-	-	72(2)	68(2)	
9.	Handicraft activities	-	-	108(3)	102(3)	
a)	Handicraft knowledge	-	-	36(1)	34(1)	
b)	Practical activities	-	-	72(2)	68(2)	

III. Academical high schools

Full-time courses

PHILOLOGY

No.	Suject matters	Total classes per year (week)				Total
		IX	X	XI	XII	
A	Social and humanist preparation	648(18)	648(18)	720(20)	680(20)	2696
1.	Romanian language and literature	180(5)	180(5)	144(4)	136(4)	640
2.	Modern language 1	108(3)	108(2)	108(3)	102(3)	426
3.	Modern language 2	108(3)	108(3)	108(3)	102(3)	426
4.	Latin	72(2)	72(2)	108(3)	102(3)	354
5.	Universal literature	-	-	72(2)	68(2)	140
6.	History	72(2)	72(2)	72(2)	68(20	284
7.	Geography, Geology	36(1)	36(1)	36(1)	34(1)	142
8.	Logic, Psychology	72(2)	-	-	-	72
9.	Psychology, Sociology	-	-	72(2)	-	72
10.	Economics	-	-	72(2)	-	72
11.	Philosophy	-	-	-	68(2)	68
B.	Basic scientifical preparation	252(7)	252(7)	108(3)	102(3)	714
1.	Mathematics	108(3)	108(3)	72(2)	68(2)	356
2.	Physics	72(2)	72(2)	-	-	144
3.	Chemistry	36(1)	36(1)	-	-	72
4.	Biology	36(1)	36(1)	36(1)	34(1)	142
C.	Sports	72(2)	72(2)	72(2)	68(2)	284
D.	Form master classes	36(1)	36(1)	36(1)	34(1)	142
E.	Optional preparation	72(2)	72(2)	144(4)	136(4)	424
	Total classes:	1080(30)	1080(30)	1080(30)	1020(30)	4260
	Optional preparation	IX	X	XI	XII	Total
I.	Steno-typing	72(2)	72(2)	144(4)	136(4)	424
1.	Stenography	36(1)	36(1)	36(1)	34(1)	142
2.	Typing	36(1)	36(1)	108(3)	102(3)	282
II.	Archives and library activities	72(2)	72(2)	144(4)	136(4)	424

No.	Suject matters	Total classes per year (week)				Total
		IX	X	XI	XII	
1.	Archives activities	36(1)	36(1)	36(1)	34(1)	142
2.	Library activities	36(1)	36(1)	72(2)	68(2)	212
3.	Recondition and restoration of books	-	-	36(1)	34(1)	70
III.	Book distribution	72(2)	72(2)	144(4)	136(4)	424
1.	Technic of presenting and distribution of books	36(1)	36(1)	36(1)	34(1)	142
2.	Accounting	36(1)	36(1)	36(1)	34(1)	142
3.	Practice	-	-	72(2)	68(2)	140
IV.	General lingvistics and literature	72(2)	72(2)	144(4)	136(4)	424
1.	Elementes of lingvistics literature	36(1)	36(1)	72(2)	68(2)	212
2.	Elementes of literature	36(1)	36(1)	72(2)	68(2)	212
V.	Culture history	72(2)	72(2)	144(4)	136(4)	424
1.	Religions history	36(1)	36(1)	72(2)	68(2)	212
2.	History of arts	36(1)	36(1)	72(2)	68(2)	212

MATHEMATICS-PHYSICS

No.	Subject matters	Total classes per year (week)					Total
		IX	X	XI	XII	XIII	
A.	Social and humanistic preparation	324(9)	324(9)	324(9)	252(7)	102(3)	1326
1.	Romanian language and literature	72(2)	72(2)	108(3)	108(3)	68(2)	428
2.	Modern language	72(2)	72(2)	72(2)	36(1)	34(1)	286
3.	Latin	36(1)	36(1)	-	-	-	72
4.	History	72(2)	72(2)	36(1)	36(1)	-	216
5.	Geography	36(1)	36(1)	36(1)	36(1)	-	144
6.	Geology	-	-	36(1)	-	-	36
7.	Logic, Psychology	36(1)	-	-	-	-	36
8.	Psychology, Sociology	-	36(1)	-	-	-	36
9.	Economics	-	-	36(1)	-	-	36
10.	Philosophy	-	-	-	36(1)	-	36
B.	Basic scientifical preparation	324(9)	324(9)	288(8)	396(11)	510(15)	1842
1.	Mathematics	108(3)	144(4)	108(3)	180(5)	170(5)	710

No.	Subject matters	Total classes per year (week)					Total
		IX	X	XI	XII	XIII	
2.	Physics	108(3)	72(2)	108(3)	108(3)	170(5)	566
3.	Chemistry	72(2)	72(2)	36(1)	36(1)	68(1)	284
4.	Biology	36(1)	36(1)	36(1)	72(2)	68(2)	248
5.	Astronomy	-	-	-	-	34(1)	34
Total classes :		648(18)	648(18)	612(17)	648(18)	612(17)	3168

PHYSICS-CHEMISTRY

No.	Subject matters	Total classes per year (week)					Total
		IX	X	XI	XII	XIII	
A.	Social and humanistic preparation	324(9)	324(9)	324(9)	252(7)	102(3)	1326
1.	Romanian language and literature	72(2)	72(2)	108(3)	108(3)	68(2)	428
2.	Modern language	72(2)	72(2)	72(2)	36(1)	34(1)	286
3.	Latin	36(1)	36(1)	-	-	-	72
4.	History	72(2)	72(2)	36(1)	36(1)	-	216
5.	Geography	36(1)	36(1)	36(1)	36(1)	-	144
6.	Geology	-	-	36(1)	-	-	36
7.	Logic, Psycholog	36(1)	-	-	-	-	36
8.	Psychology, Sociology	-	36(1)	-	-	-	36
9.	Economics	-	-	36(1)	-	-	36
10.	Philosophy	-	-	-	36(1)	-	36
B.	Basic scientific preparation	324(9)	324(9)	360(10)	396(11)	442(13)	1846
1.	Mathematics	108(3)	108(3)	72(2)	72(2)	136(4)	496
2.	Physics	108(3)	72(20	108(3)	72(2)	136(4)	496
3.	Chemistry	72(20	72(2)	108(3)	144(4)	102(3)	498
4.	Biology	36(1)	72(2)	72(2)	108(3)	68(2)	356
Total classes :		648(18)	648(18)	684(19)	648(18)	544(16)	3172

CHEMISTRY-BIOLOGY

No.	Subject matters	Total classes per year (week)					Total
		IX	X	XI	XII	XIII	
A.	Social and humanistic preparation	324(9)	324(9)	324(9)	252(7)	102(3)	1326
1.	Romanian language and literature	72(2)	72(2)	108(3)	108(3)	68(2)	428
2.	Modern language	72(2)	72(2)	72(2)	36(1)	34(1)	286
3.	Latin	36(1)	36(1)	-	-	-	72
4.	History	72(2)	72(2)	36(1)	36(1)	-	216
5.	Geography	36(1)	36(1)	36(1)	36(1)	-	144
6.	Geology	-	-	36(1)	-	-	36
7.	Logic, Psychology	36(1)	-	-	-	-	36
8.	Psychology, Sociology	-	36(1)	-	-	-	36
9.	Economis	-	-	36(1)	-	-	36
10.	Philosophy	-	-	-	36(1)	-	36
B.	Basic scientifical preparation	324(9)	324(9)	360(10)	396(11)	442(13)	1846
1.	Mathematics	72(2)	108(3)	72(2)	72(2)	136(4)	460
2.	Physics	72(2)	72(2)	72(2)	72(2)	102(3)	390
3.	Chemistry	72(2)	72(2)	108(3)	144(4)	102(3)	498
4.	Biology	108(3)	72(2)	108(3)	108(3)	102(3)	498
Total classes :		648(18)	648(18)	684(19)	648(18)	544(16)	3172

I.4. Teaching staff in the school year 1991/1992

Table 5. The preuniversitary teaching staff (teachers in primary, gymnasium, high schools, vocational and technical education) in the school year 1991/1992

County	Total number of teaching staff	of which:		
		% Females	% in urban areas	% graduated from higher education
Alba	5681	69,9	55,4	56,6
Arad	5282	67,7	60,7	57,9
Argeş	8670	60,0	53,5	59,1
Bacău	9120	70,8	-	53,8
Bihor	8346	71,7	45,4	54,3
Bistriţa-Năsăud	4534	68,5	-	54,7
Botoşani	5697	69,4	47,5	43,8
Braşov	7405	77,1	77,8	58,3
Brăila	4478	73,6	73,4	57,7
Buzău	5931	66,9	48,6	56,6
Caraş-Severin	4346	68,9	63,7	54,4
Călăraşi	3385	74,1	50,1	43,5
Cluj	9004	73,2	-	61,6
Constanţa	8151	78,1	74,8	59,8
Covasna	3485	73,3	-	48,9
Dîmboviţa	5917	70,8	43,0	60,4
Dolj	8946	68,4	62,2	68,2
Galaţi	7238	73,1	68,7	54,9
Giurgiu	2668	71,5	36,7	53,1
Gorj	4960	64,4	49,4	54,3
Harghita	5066	68,3	54,5	49,1
Hunedoara	5306	71,9	72,9	56,1

County	Total number of teaching staff	of which:		
		% Females	% in urban areas	% graduated from higher education
Ialomiţa	3341	72,0	50,7	52,4
Iaşi	10501	73,2	57,2	52,6
Maramureş	7270	70,7	58,7	53,3
Mehedinţi	4326	66,1	47,3	57,9
Mureş	8022	70,4	53,2	53,9
Neamţ	7248	71,6	53,0	52,2
Olt	6093	68,1	53,5	65,2
Prahova	8438	73,6	62,2	62,1
Satu Mare	5522	73,2	51,3	46,6
Sălaj	3580	70,3	45,3	51,3
Sibiu	6737	72,0	72,0	56,1
Suceava	8711	70,9	42,9	52,9
Teleorman	5007	66,3	47,5	56,4
Timiş	8357	73,0	66,6	59,0
Tulcea	3176	72,0	56,7	48,2
Vaslui	5487	67,9	50,6	43,5
Vîlcea	5467	63,4	51,0	60,5
Vrancea	4700	70,5	52,2	52,7
Mun. Bucureşti	24848	77,8	-	64,4

These data were not available for the following counties: Bacău, Bistriţa-Năsăud, Cluj, Covasna and Bucureşti.

Table 6. Teaching staff without qualification in preuniversitary education in the school year 1991/1992
(teaching staff graduated from high school, other than pedagogical high school)

County	Teach	% of teach.	of which:		Norms occupied by unqualified teaching staff by subject matters *)													
			EDU	ÎNV	LRO	MAT	FIZ	CHI	BIO	LEN	LFR	LGE	LRU	LL	EDF	DES	MUZ
Alba	556	9.79	135	145	19	19	8	5	10	23	30	8	7	1	17	5	14
Arad	452	8.56	223	82	7	3	4	0	4	11	15	6	2	0	11	5	12
Argeş	756	8.82	256	127	21	6	7	2	3	31	38	10	22	2	22	14	23
Bacău	1167	12.8	179	134	36	22	14	8	13	29	58	2	21	2	26	16	28
Bihor	1039	13.45	318	262	58	52	13	8	11	24	48	2	13	3	35	14	28
Bistriţa-Năsăud	607	13.24	215	98	29	19	10	5	8	21	53	10	11	1	18	9	13
Botoşani	786	13.8	86	82	54	36	18	9	23	13	52	5	41	4	58	18	36
Braşov	967	13.06	250	223	29	23	9	5	12	19	42	27	4	2	32	22	24
Brăila	483	10.79	173	58	29	9	4	3	7	13	22	2	13	2	20	10	30
Buzău	727	12.26	79	96	25	51	29	10	9	12	45	1	21	2	52	26	31

County	Teach.	% of teach.	of which:		Norms occupied by unqualified teaching staff by subject matters *)												
			EDU	ÎNV	LRO	MAT	FIZ	CHI	BIO	LEN	LFR	LGE	LRU	LL	EDF	DES	MUZ
Caraș-Severin	665	15,3	229	110	27	16	16	7	19	1	30	7	13	2	39	12	22
Călărași	697	20,59	112	190	54	24	17	6	9	19	55	0	29	2	36	16	31
Cluj	842	9,35	283	156	35	20	8	3	16	24	37	1	10	1	34	6	24
Constanța	776	9,52	111	299	40	18	9	5	7	29	48	1	9	2	40	17	27
Covasna	892	25,6	336	174	66	29	11	7	18	15	11	12	3	3	24	10	17
Dimbovița	649	10,97	146	186	22	6	10	3	3	18	52	4	28	1	17	12	28
Dolj	490	5,48	170	105	10	6	4	1	3	9	22	1	12	2	29	6	15
Galați	779	10,76	175	83	49	26	13	7	13	24	44	2	18	4	70	26	53
Giurgiu	390	14,62	85	89	39	12	5	2	7	8	37	0	17	3	9	8	15
Gorj	554	11,17	150	112	14	7	7	3	4	10	31	2	13	0	27	11	16
Harghita	1172	23,13	348	211	69	21	5	6	21	16	30	8	9	6	46	15	37
Hunedoara	383	7,22	117	83	9	5	6	3	10	12	20	5	5	0	37	8	16
Ialomița	476	14,25	65	67	44	23	18	10	14	15	43	0	19	2	32	11	25
Iași	1376	13,1	258	267	87	60	21	10	21	24	85	4	38	6	60	20	37
Maramureș	843	11,6	153	215	38	27	16	12	15	26	36	5	12	3	38	13	27
Mehedinți	668	15,44	126	110	31	21	15	9	11	11	38	0	23	2	41	20	18
Mureș	1360	16,95	302	401	55	70	19	13	50	28	55	10	23	3	60	22	30
Neamț	833	11,49	166	159	35	11	12	6	14	20	66	0	23	2	42	16	50
Olt	514	8,44	147	87	27	8	10	3	3	6	38	0	23	2	25	11	34
Prahova	542	6,42	218	78	13	5	1	0	1	9	40	1	15	0	14	9	16
Satu Mare	1120	20,28	264	272	51	30	15	9	19	24	42	10	15	3	42	15	22

County	Teach.	% of teach.	of which:		Norms occupied by unqualified teaching staff by subject matters *)														
			EDU	ÎNV	LRO	MAT	FIZ	CHI	BIO	LEN	LFR	LGE	LRU	LL	EDF	DES	MUZ
Sălaj	667	18.63	146	144	31	21	11	5	16	26	29	7	13	1	24	9	19
Sibiu	875	13.85	309	200	21	29	8	7	22	18	24	19	1	1	31	14	17
Suceava	1005	13.02	316	161	53	16	10	7	21	22	65	5	30	3	60	17	39
Teleorman	464	9.27	37	45	30	11	12	6	10	13	52	0	32	2	34	18	23
Timiş	1214	14.53	430	350	26	17	17	8	7	27	21	23	8	2	27	12	18
Tulcea	630	19.84	181	120	45	31	10	6	15	17	41	0	14	3	35	12	27
Vaslui	884	16.11	118	185	70	34	26	15	23	18	77	0	41	5	71	22	31
Vîlcea	414	7.57	194	51	10	2	2	1	4	8	26	0	9	1	14	7	20
Vrancea	793	16.87	144	175	47	24	8	5	11	24	64	1	24	3	59	18	27
Mun. Bucureşti	2022	8.15	1007	237	26	34	6	7	12	53	23	15	7	6	69	28	21
Total	32529	12.27	8757	6429	1481	904	464	247	519	770	1685	216	691	95	1477	580	1041

*) Figures in this colomn do not include foremen-instructors

Legend: EDU-Teachers in preschool education, ÎNV-Teachers in primary education, LRO-Romanian language and literature, DES-Drawing, MAT-Mathematics, FIZ-Physics, MUZ-Music, CHI-Chemistry, BIO-Biology, EDF-Sports, LEN-English language, LFR-French language, LGE-German language, LRU-Russian language, LL-Latin language.

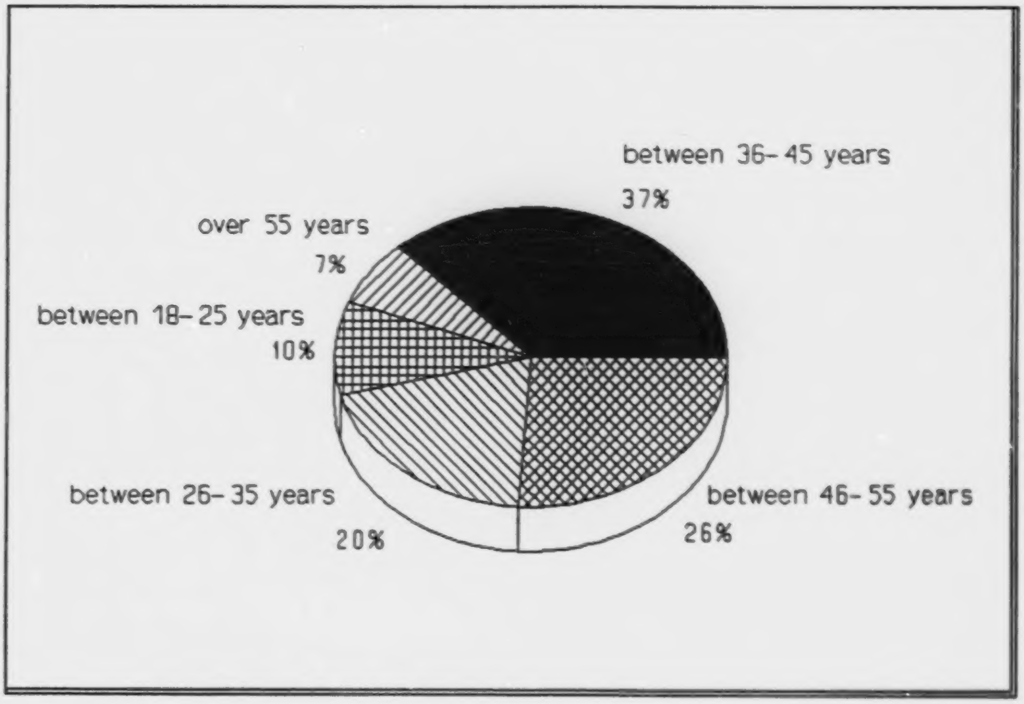
@=teachers graduated from high school (other than the pedagogical high school)

For the preuniversitary education, teaching staff graduated from higher education are considered those persons who graduated from University (4-5 years of study), colleges (3 years of study) and Pedagogical Institute.

As we notice from the two previous tables, the number of unqualified teachers in preuniversitary education is of 32.529 (12,27% of the total number of teachers). The counties with a high percentage of unqualified teaching staff are Arad, Argeş, Vîlcea and Bucureşti (aprox. 8%) and the county with the lowest percentage is Dolj (5,48%).

As regards the preuniversitary teaching staff graduated from higher education, we notice a balance among the majority of counties, the percentage of this category of teaching staff varies between 43,5% (Călăraşi) and 68,2% (Dolj).

Figure 2. Structure of the preuniversitary teaching staff by groups of age in the school year 1991/1992



I.5. Training of the preuniversitary teaching staff in 1991, 1992, 1993

Table 7. The preuniversitary teaching staff who obtained the definitive statut in education and applications for 1993

Year	Teachers in preschool education	Teachers in primary education	Foreman-instructors	Teachers in other levels of preuniversitary education
1991	1593	2757	610	3437
1992	40	1006	750	2568
1993	60	558	696	2820

Table 8. The preuniversitary teaching staff who obtained the first didactic degree in 1991, 1992 and the applications for 1993

Year	Teachers in preschool education	Teachers in primary education	Foreman-instructors	Teachers in other levels of preuniversitary education
1991	609	1326	128	3037
1992	1019	1297	89	2308
1993	832	1311	102	2996

Table 9. The preuniversitary teaching staff who obtained the second didactic degree in 1992 and the applications for 1993

Year	**Teachers in preschool education**	**Teachers in primary education**	**Foreman-instructors**	**Teachers in other levels of preuniversitary education**
1992	2575	2533	2584	4374
1993	2532	2712	1816	5816

I.6. Preschool education

The network of preschool education (public and private) consisted of 12.600 kindergartens (at the beginning of the school year 1991/1992) of which 10.953 with normal programme, 1.416 with prolonged programme, 128 with weekly programme, 34 special kindergartens for children with deficiencies and 69 orphanages.

Table 10. Number of children enrolled in preschool education (public and private) in the school years 1989/1990, 1990/1991 şi 1991/1992.

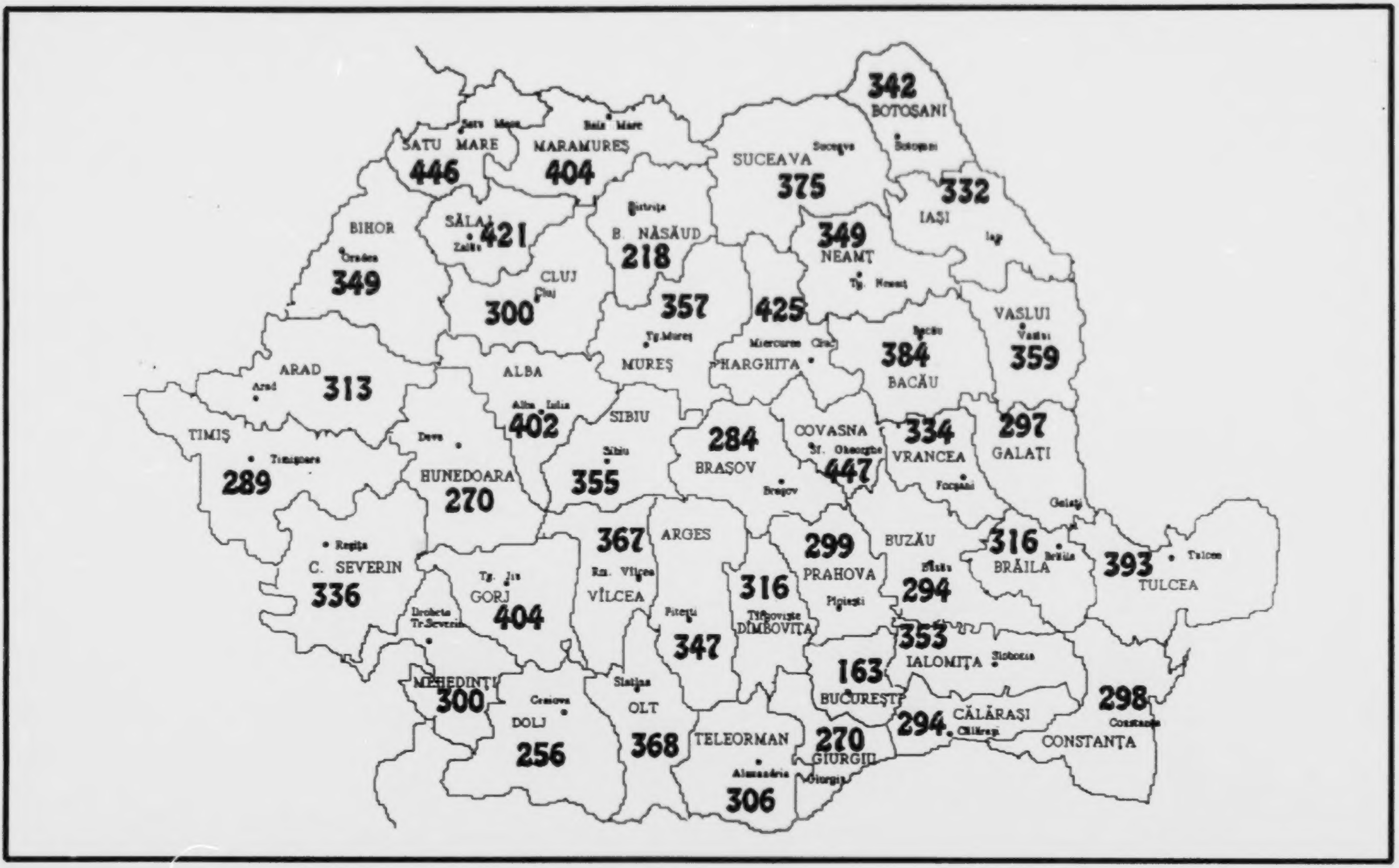
Kindergartens	1989/1990	1990/1991	1991/1992
with normal programme(public)	609126	542191	559856
with normal programme(private)	-	-	166
with prolonged programme (public)	202187	189121	165239
with weekly programme (public)	13919	11950	8859
for children with deficiencies	2458	2155	2041
orphanages	8200	6724	6071
TOTAL	835890	752141	742232

The percentage of overwhelming in kindergartens of the children aged between 3-5 (6) years diminished from 82,9% in the school year 1989/1990 to 71,3% in the school year 1990/1991 and to 51,9% in the school year 1991/1992.

Table 11. The evolution of the number of children enrolled in preschool education/ 10.000 inhabitants, number of children/teacher, number of teachers and kindergartens between 1989/1992.

School year	Children in preschool ed./10000 inhabitants.	Children/teacher	Teachers	Kinder-gartens
1989/1990	361	26,7	31293	12108
1990/1991	323	20,3	37007	12529
1991/1992	320	20,4	36326	12600

FIG.3 NO. OF CHILDREN IN PRESCHOOL EDUCATION/10.000 INHABITANTS, BY COUNTIES, IN THE SCHOOL YEAR 1991/1992


342
BOTOŞANI
SATU MARE
446
MARAMUREŞ
404
SUCEAVA
375
332
IAŞI
BIHOR
349
SĂLAJ
421
B. NĂSĂUD
218
349
NEAMŢ
CLUJ
300
357
425
VASLUI
359
MUREŞ
HARGHITA
384
BACĂU
ARAD
313
ALBA
402
SIBIU
355
284
BRAŞOV
COVASNA
447
334
VRANCEA
297
GALAŢI
TIMIŞ
289
HUNEDOARA
270
367
ARGEŞ
299
PRAHOVA
BUZĂU
294
316
BRĂILA
393
TULCEA
C. SEVERIN
336
GORJ
404
VÎLCEA
316
DÎMBOVIŢA
347
353
IALOMIŢA
163
BUCUREŞTI
MEHEDINŢI
300
DOLJ
256
OLT
368
TELEORMAN
306
270
GIURGIU
294
CĂLĂRAŞI
298
CONSTANŢA

Among the counties with the greatest number of children in preschool education/ 10.000 inhabitants there are Alba, Covasna, Harghita, Hunedoara, Sălaj and Satu-Mare (over 400), and Bucureşti has the lowest number of children in preschool education/ 10.000 inhabitants, this number is 163, with 157 beyond the national average. For the other counties this number varies between 218 and 393.

Table 12. Number of children in preschool education/teacher, number of teachers and number of kindergartens in the school years 1989/1990, 1990/1991, 1991/1992, by counties

Counties	1989/1990			1990/1991			1991/1992		
	children/ teacher	teachers	kinder-gartens	children/ teacher	teachers	kinder-gartens	children/ teacher	teachers	kinder-gartens
Alba	25,5	717	289	20,3	826	295	20,8	815	304
Arad	25,9	647	265	20,4	744	281	20,4	771	292
Argeş	27,8	1008	462	20,6	1154	470	21,3	1107	474
Bacău	25,3	1211	487	21,1	1375	500	20,8	1369	502
Bihor	25,2	1089	480	18,4	1285	474	18,2	1265	477
Bistriţa-Năsăud	26,1	564	210	20,8	684	273	20,7	695	262
Botoşani	25,1	722	336	20,5	788	345	20,0	804	348
Braşov	28,2	801	231	19,9	1032	248	19,8	978	245
Brăila	26,0	471	168	20,7	598	179	20,6	621	181
Buzău	28,4	579	288	22,0	696	301	22,5	685	309
Caraş-Severin	27,6	498	255	21,7	603	262	22,1	609	261
Călăraşi	29,9	394	164	23,5	429	165	23,4	430	167
Cluj	26,0	1003	339	18,2	1234	340	17,9	1244	340
Constanţa	29,3	975	269	22,1	1102	270	22,1	1020	266
Covasna	23,2	461	173	17,9	595	176	17,8	598	175
Dîmboviţa	27,3	719	341	22,8	793	347	22,8	787	340
Dolj	25,9	927	351	20,0	1040	364	20,3	973	359
Galaţi	29,6	737	244	22,3	878	247	22,8	870	249

Counties	1989/1990			1990/1991			1991/1992		
	children/ teacher	teachers	kinder- gartens	children/ teacher	teachers	kinder- gartens	children/ teacher	teachers	kinder- gartens
Giurgiu	28,9	335	170	23,8	355	169	24,1	354	171
Gorj	27,8	628	368	21,1	741	401	24,3	644	377
Harghita	26,0	629	267	18,1	829	284	18,2	841	287
Hunedoara	27,9	650	250	20,7	744	256	22,3	686	257
Ialomiţa	26,9	412	144	24,3	461	152	23,5	458	154
Iaşi	28,6	1164	421	21,0	1351	446	20,4	1338	451
Maramureş	26,7	928	309	21,8	1051	312	22,1	1022	309
Mehedinţi	27,7	424	219	19,8	503	235	20,7	474	240
Mureş	25,9	908	351	22,1	1105	371	20,1	1102	375
Neamţ	25,6	827	327	21,0	994	337	21,1	975	350
Olt	27,9	826	354	21,1	928	363	21,6	908	366
Prahova	27,3	1007	408	23,0	1153	410	22,9	1144	415
Satu Mare	24,9	806	257	20,0	924	268	20,2	923	257
Sălaj	25,2	466	208	20,4	562	216	19,2	592	222
Sibiu	25,6	895	233	17,6	1023	231	18,7	933	236
Suceava	27,4	1041	465	22,0	1213	474	22,6	1167	462
Teleorman	26,1	641	246	21,3	725	256	21,7	700	264
Timiş	24,4	905	355	17,7	1152	368	17,4	1176	372
Tulcea	28,9	388	130	23,1	462	135	22,6	457	139
Vaslui	27,8	651	305	22,1	746	309	22,1	758	328
Vilcea	25,3	701	366	19,2	805	377	19,7	805	385
Vrancea	27,4	732	255	21,3	624	273	21,1	626	270
Mun. Bucureşti	25,6	2006	348	15,4	2700	349	14,9	2585	345

There is a permanent growth of the number of teachers and kindergartens in each county although the overwhelming percentage of children, aged between 3-5 (6) years, in kindergartens diminished during these three school years with 31%. This fact explains the sensible decrease of the number of children/teacher. The national average of children/teacher diminished from 26,7 in the school year 1989/1990 to 20,4 in the school year 1991/1992.

This indicator is quite the same at the county level, there are some exceptions: the counties Covasna, Timiş, Bucureşti which are beyond the national average and Călăraşi, Constanţa, Galaţi which are over the national average.

In the school year 1991/1992, from the total number of children in preschool education, 92,4% learn in Romanian, 6,4% learn in Hungarian, 0,9% learn in German and 0,3% in other lanuguages.

There are 166 children in the private preschool education, 97 of them learn in English, 14 of them learn in French and 55 of them learn in German.

I.7. The primary and gymnasium education (compulsory education) between 1989 - 1992

The gross admission rate in primary education was: 99,6% in the school year 1989/1990, 85,7% in the school year 1990/1991 and 95,2% in the school year 1991/1992.

Table 13. The number of students enrolled in primary education (full-time courses) between 1989 - 1992.

School year	TOTAL	Grade I	Grade II	Grade III	Grade IV
1989/1990	1379000	324198	334128	353663	366987
1990/1991	1232942	272341	298285	321643	340673
1991/1992	1211239	334062	262574	295274	319329

Table 14. The number of students enrolled in gymnasium (full-time courses) between 1989 - 1992.

School year	TOTAL	Grade V	Grade VI	Grade VII	Grade VIII
1989/1990	1478161	370870	369848	371316	366129
1990/1991	1443522	372897	357216	361189	352220
1991/1992	1396880	356829	353716	347409	338926

The gross enrolment rate in gymnasium was 71,2% in the school year 1991/1992 (against of 78% in the school year 1987/1988).

The number of students enrolled in primary and gymnasium education was, at the beginning of the school year 1991/1992, with 91.700 smaller against the number of students enrolled in primary and gymnasium education at the beginning of the school year 1990/1991 (meanwhile, the population aged between 7-14 years diminished with 78.300). There is, also, a decrease of the overwhelming percentage of students in school as follows: 90,2% in the school year 1990/1991, 89,4% in the school year 1991/1992.

At the beginning of the school year 1991/1992, there were 1.121.239 students enrolled in primary education (90,1% of total population aged between 7-10 years), 1.397.700 students enrolled in gymnasium (88,8% of total population aged between 11-14 years).

In the school year 1989/1990, 801.736 of the total students enrolled in primary education were in urban area (58,1% of total).

In the school year 1990/1991, 738.618 of the total students enrolled in primary education were in urban area (59,9% of total) and in the school year 1991/1992, 730.893 of the total students enrolled in primary education were in urban area (60,3% of total).

For gymnasium the situation was as follows: in the school year 1989/1990, 827.985 of the total students were in urban area (56% of total); in the school year 1990/1991, 828.307 of the total students were in urban area; in the school year 1991/1992, 832.058 of the total students were in urban area (59,5% of total).

Figure 4. Evolution of promotion, repetition and drop-out rates in primary education, between 1989 - 1992.

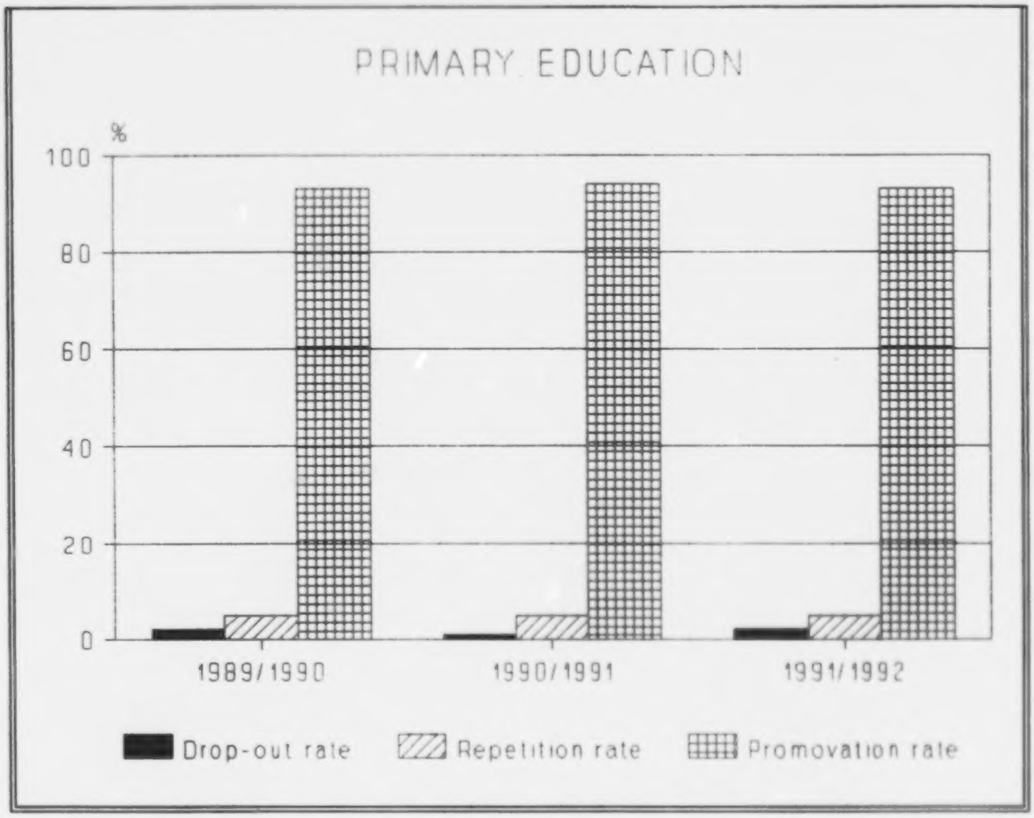


Table 15. Evolution of promotion, repetition and drop-out rates in primary and gymnasium education.

	1989/1990 (%)	1990/1991 (%)	1991/1992 (%)
Promotion rate in primary education	93,8	95,1	93,8
Repetition rate in primary education	4,3	4,3	4,3

	1989/1990 (%)	1990/1991 (%)	1991/1992 (%)
Drop-out rate in primary education	1,9	0,6	1,9
Promotion rate in gymnasium	92,6	91,2	90,6
Repetition rate in gymnasium	5,4	5,9	6,7
Drop-out rate in gymnasium	2	2,9	2,6

In the school year 1991/1992, 70.100 students in primary education learn in national minorities languages (62.600 learn in Hungarian, 4.100 learn in German).

36.400 students in primary and gymnasium education (full-time courses) got grants (1,4% of the total number of students).

Table 16. Primary and gymnasium education in minorities languages 1991/1992

Language	Primary schools and gymnasiums	Students
Hungarian	1139	134486
German	127	10167
Serbian	24	575
Slovak	26	918
Ukrainian	3	140
Czech	3	145
TOTAL	1322	146431

Figure 5. Number of school units with teaching in minorities languages in the school year 1991/1992.

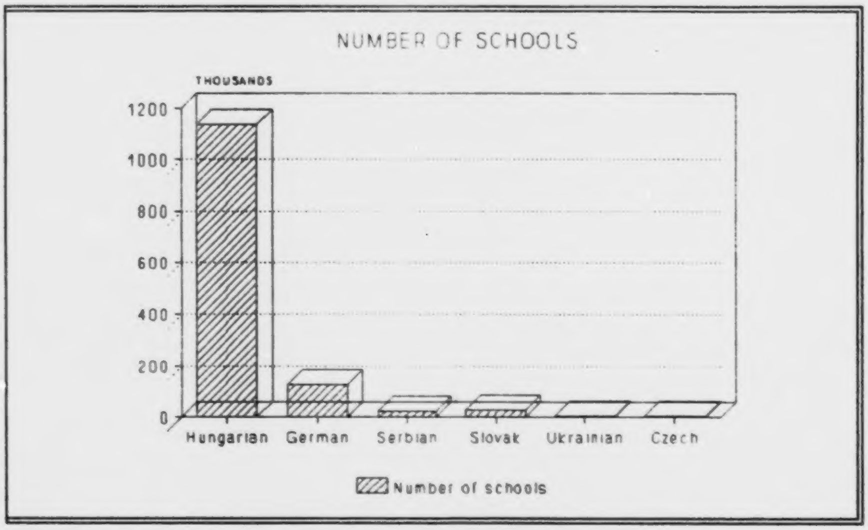


Figure 6. Number of students learning in minorities languages in the school year 1991/1992.

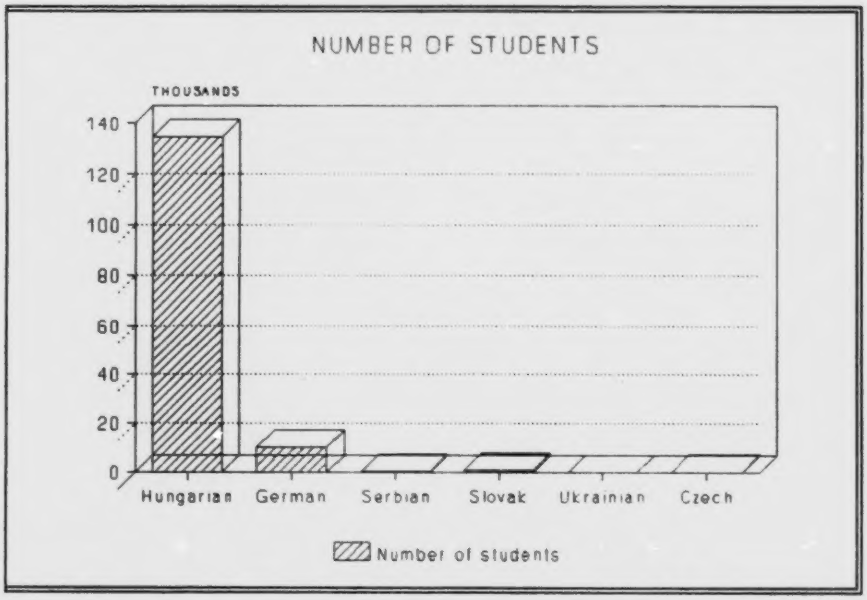


Table 17. Evolution of the number of students in primary and gymnasium/10.000 inhabitants and of the number of students in primary and gumnasium/teacher.

COUNTIES	Students in primary and gymnasium/10.000 inhabitants			Students in primary and gymnasium/teacher		
	89/90	90/91	91/92	89/90	90/91	91/92
ALBA	1211	1132	1095	17,3	15,0	14,2
ARAD	1060	962	931	20,3	17,9	17,3
ARGEŞ	1277	1202	1162	19,3	15,9	15,7
BACĂU	1395	1311	1265	20,2	16,7	17,2
BIHOR	1196	1092	1040	18,4	15,1	15,3
BISTRIŢA NĂSĂUD	1410	1345	1280	18,1	15,4	15,6
BOTOŞANI	1338	1270	1223	19,0	16,0	15,6
BRAŞOV	1364	1270	1240	25,6	20,8	20,2
BRĂILA	1212	1113	1075	22,3	18,0	18,1
BUZĂU	1185	1084	1063	19,7	15,7	16,4
CARAŞ SEVERIN	1130	1044	997	19,5	15,4	15,6
CĂLĂRAŞI	1156	1101	1064	20,1	17,5	17,4
CLUJ	1157	1088	1051	18,6	16,2	15,9
CONSTANŢA	1352	1269	1215	22,8	19,5	19,1
COVASNA	1360	1252	1194	17,8	16,4	16,8
DÎMBOVIŢA	1255	1180	1117	20,3	16,7	17,4
DOLJ	1107	1048	1026	19,6	17,1	17,8
GALAŢI	1367	1259	1203	24,1	19,2	20,4
GIURGIU	1031	103	947	19,0	17,3	17,5
GORJ	1306	1220	1185	18,1	14,8	16,0
HARGHITA	1314	1195	1137	19,4	16,2	15,4
HUNEDOARA	1140	1061	1020	21,8	20,2	19,3
IALOMIŢA	1250	1162	1093	19,7	17,5	18,1
IAŞI	1396	1332	1299	21,3	16,5	18,2
MARAMUREŞ	1347	1259	1227	17,6	15,6	14,9
MEHEDINŢI	1187	1121	1084	19,4	14,9	14,9

COUNTIES	Students in primary and gymnasium/10.000 inhabitants			Students in primary and gymnasium/teacher		
	89/90	90/91	91/92	89/90	90/91	91/92
MUREŞ	1241	1123	1047	18,1	15,2	14,6
NEAMŢ	1351	1276	1230	20,1	16,3	16,2
OLT	1176	1104	1070	18,5	16,0	16,5
PRAHOVA	1217	1129	1079	22,1	18,7	18,3
SATU MARE	1328	1232	1179	17,8	16,2	14,9
SĂLAJ	1191	1106	1065	16,3	13,8	13,8
SIBIU	1330	1165	1143	20,3	16,8	16,3
SUCEAVA	1380	1278	1235	19,7	16,6	16,1
TELEORMAN	1011	952	914	17,3	15,2	15,4
TIMIŞ	1116	1022	1013	20,8	16,8	16,1
TULCEA	1320	1260	1225	20,8	18,4	18,5
VASLUI	1407	1340	1235	19,7	16,8	17,1
VÎLCEA	1201	1145	1099	17,5	15,0	15,4
VRANCEA	1236	1173	1138	18,9	15,6	16,0
MUN. BUCUREŞTI	1215	1115	1103	27,2	21,5	20,3
TOTAL	1249	1153	1125	20,4	16,9	17,0

Between 1989-1992, we notice a decreasing trend of the number of students in primary and gymnasium/10.000 inhabitants in all the counties, the national average diminished from 1.249 in 1989/1990 to 1.125 in 1991/1992.

The counties with a great number of students in primary and gymnasium/10.000 inhabitants are: Bacău, Bistriţa-Năsăud, Braşov, Constanţa, Covasna, Galaţi, Iaşi, Suceava, Vaslui and the counties with a small number are: Arad, Brăila, Giurgiu, Teleorman.

Of the total of 41 counties, 18 have a smaller number than the national average.

The number of students in primary and gymnasium/teacher decreased from 20,4 in the school year 1989/1990 to 17,0 in the school year 1991/1992. This decreasing trend is present in the majority of the counties, there are some exceptions in the following counties: Bihor, Bistriţa-Năsăud, Braşov, Buzău, Caraş Severin, Covasna, Dîmboviţa, Dolj, Galati, Giurgiu, Tulcea and Vrancea were there is a very slow increasing trend.

Table 18. School units for primary and gymnasium education between 1989 - 1992.

	1989/1990			1990/1991			1991/1992		
	total	urban	rural	total	urban	rural	total	urban	rural
Primary schools (grades I-IV)	6166	515	5651	6070	487	5583	6137	491	5646
Gymnasiums (grades I-VIII)	4699	1385	3314	5544	1516	4028	7451	2015	5436
Schools with grades I-X	2492	260	2232	1761	164	1597	259	34	225
TOTAL	13357	2160	11197	7912	2167	5745	13847	2540	11307

Table 19. School units for primary and gymnasium education in the school year 1991/1992, by counties

	Schools with grades I-IV	Schools with grades I-VIII. I-X. I-XII
ALBA	237	165
ARAD	162	110
ARGEŞ	224	240
BACĂU	292	280
BIHOR	[1]	-
BISTRIŢA NĂSĂUD	144	144
BOTOŞANI	182	203
BRAŞOV	72	133
BRĂILA	60	111
BUZĂU	215	177
CARAŞ SEVERIN	141	141
CĂLĂRAŞI	67	111
CLUJ	222	194
CONSTANŢA	74	171

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[1] These data were not available for Bihor and Timiş.

	Schools with grades I-IV	Schools with grades I-VIII. I-X. I-XII
COVASNA	67	84
DÎMBOVIŢA	163	208
DOLJ	141	218
GALAŢI	59	190
GIURGIU	84	107
GORJ	238	155
HARGHITA	148	123
HUNEDOARA	300	114
IALOMIŢA	40	102
IAŞI	211	274
MARAMUREŞ	2	31
MEHEDINŢI	185	131
MUREŞ	210	254
NEAMŢ	171	200
OLT	138	208
PRAHOVA	155	247
SATU MARE	100	161
SĂLAJ	188	136
SIBIU	71	144
SUCEAVA	230	271
TELEORMAN	97	178
TIMIŞ	-	-
TULCEA	32	99
VASLUI	261	211
VÎLCEA	212	179
VRANCEA	178	156
MUN. BUCUREŞTI	49	258

Table 20. Number of classrooms and laboratories in primary and gymnasium between 1989 - 1992.

School year	Classrooms	Laboratories
1989/1990	81924	9310
1990/1991	82396	8539
1991/1992	83813	8225

I.8. Secondary and postsecondary education (high school, vocational education and technical education for foremen) between 1989 - 1992

Table 21. Evolution of the number of students enrolled in high schools (full-time, evening and long-distance courses), the number of teaching staff and the number of students/teacher between 1989 -1992, by types of high schools

TYPES OF HIGH SCHOOLS	1989/1990			1990/1991			1991/1992		
	Unit.	Tch.[1]	Stud/ tch.	Unit.	Tch.	Stud/ tch.	Unit.	Tch.	Stud/ tch.
Academical high schools	95	4586	12,5	425	13760	12,6	430	16060	15,4
Industrial high schools	642	28868	33,1	453	26407	22,2	448	19437	17,2
Agricultural high schools	150	5836	44,2	123	5356	23,5	120	3528	18,7
Forestry	[2]			5	141	24,6	5	120	20,7
Medical high schools	27	589	25,0	27	689	21,6	26	675	17,3
High schools for economics, administration and services	38	1545	33,7	47	2302	23,6	51	2459	23,3
Information high schools	-	-	-	8	313	34,1	9	342	59,4
High schools of metrology	-	-	-	1	40	18,6	1	54	19,5
Pedagogical high schools	23	730	7,5	36	1208	8,2	35	1541	8,4
High schools of arts	6	365	4,6	31	904	4,6	34	1412	3,9
High schools of sports	-	-	-	17	261	18,3	19	576	16,9
Military high schools	1	*)	*)	5	174	14,5	8	237	14,0
Teological seminaries	-	-	-	14	117	18,4	19	183	17,3
Special high schools for students with deficiencies	-	-	-	6	59	8,6	4	13	41,8
TOTAL	982	42519	31,6	1198	51731	19,2	1209	46637	16,6

Legend: tch.= teacher, stud.= student, unit.= school units

*) Data not available for military high schools.

Education in high schools has changed beginning with the school year 1990/1991. The number of academical high schools increased: there were 95 academical high schools in the school year 1989/1990, 425 in the school year 1990/1991, 430 in the school year 1991/1992.

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[1] Without instructors.

[2] For the school year 1989/1990, data about high schools of forestry are together with data about agricultural high schools.

New types of high schools have been set it up: information high schools, high schools of metrology, high schools of sports, teological seminaries and special high schools for students with sight deficiencies.

The number of high schools for arts increased: 6 in the school year 1989/1990, 31 in the school year 1990/1991, 34 in the school year 1991/1992.

The number of students per teacher, at national level, decreased from 31,6 in the school year 1989/1990 to 16,6 in the school year 1991/1992.

Table 22. Vocational education, postsecondary education and technical education for foremen between 1989 - 1992

School year	1989/1990			1990/1991			1991/1992		
	Units	Total stud.	Full-time %	Units	Total stud.	Full-time %	Units	Total stud.	Full-time %
Vocational schools with graduates from the 8th grade	-	-	-	428	89189	98.4	566	133843	99,9
Vocational schools with graduates from the 10th grade	798	304533	95,4	252	196217	97.0	118	126303	98,2
Complementary schools or apprentices schools	-	-	-	-	68114	99.7	-	102526	90,9
Technical schools for foremen	39	1593	0.0	149	11158	27.0	172	19734	20,2
Postsecondary schools	-	-	-	160	18019	87.4	211	35097	82,5
Vocational schools for students with deficiencies	-	-	-	27	12340	100.0	33	12631	100,0
Postsecondary schools for students with deficiencies	-	-	-	1	48	100.0	1	76	100.0

The vocational education has diversified very much beginning with the school year 1990/1991.

In the school year 1989/1990 there were vocational schools only for graduates from the 10th grade (the first ten grades were compulsory) and schools for foremen only with evening classes.

In the school year 1990/1991, vocational schools for graduates from the 8th grade, complementary schools or apprentices schools (which run within the schools with 8 or 10 grades), vocational schools for students with deficiencies have been set it up. The postsecondary education has been also set it up and the number of students enrolled in this form of education increased with 51,3 % in the school year 1991/1992 against the school year 1990/1991.

The technical education for foremen has also full-time courses, the number of students enrolled in this type of education increased from 1.593 students in the school year 1989/1990 to 19.734 students in the school year 1991/1992.

Table 23. Full-time teaching staff in vocational, postsecondary and technical education

School year	1989/1990	1990/1991	1991/1992
Vocational and technical education for foremen	1148	4447	4678
Complementary education and apprentices education	-	*)	1343
Postsecondary education	-	842	1060

***)** For the school year 1990/1991, data for complementary education are together with those for vocational education.

Table 24. Enrolment of graduates from the 10th grade in superior levels of education (until 1991, when the entrance examination in the 11th grade was abolished)

School year	Indicators	Number of graduates from the 10th grade	of which:		
			the 11th grade of high school	the first year of vocational schools	to work
1989/1990	number	348751	142679	162105	13967
	percentage (%)	100,0	44,8	50,8	4,4
1990/1991	number	311065	146872	76454	87739
	percentage (%)	100,0	47.2	24.6	27.2

Table 25. Situation at the entrance examination in the 9th grade of high school (full-time courses) and in the first year of vocational education. Session July 1992

Total graduates from the 8th grade: 305105
Total applicants for the 9th grade of high school (full-time courses): 174592
Total applicants for the first year of vocational education: 62162

No.	Type of high school or vocational school	The 9th grade, high school, full-time courses				The first year of vocational school								
		Places allocated	Admitted applicants		Places left	Places allocated	Admitted applicants		Places left	Places with contract	Applicants admitted by contract		Places left	Total appli-cants admit.
			Ses. I	%			Ses. I	%			Ses. I	%		
1	Academical.of which :	79865	55051	68,93	24814	-	-	-	-	-	-	-	-	-
1a 1b	scientifical humanistic	53605 26260	36108 18943	67,36 72,14	17497 7317	- -	- -	- -	- -	- -	- -	- -	- -	- -
2	Industrial	56910	30571	53,72	26339	42600	30254	71,02	12346	11468	7158	62,42	4310	37412
3	Agricultural	14850	7699	51,85	7151	9090	4010	44.11	5080	480	227	47,29	253	4237
4	Forestry	660	495	75,00	165	180	114	63,33	66	60	63	105,0	-3	177
5	Economics	12420	11294	90,93	1126	2850	2390	83,86	460	288	193	67,01	95	2583
6	Information	12300	11412	92,78	888	-	-	-	-	-	-	-	-	-
7	Metrology	330	175	53,03	155	-	-	-	-	-	-	-	-	-
8	Pedagogical	3240	3260	100.6	-20	-	-	-	-	-	-	-	-	-
9	Arts	2508	1834	73,13	674	-	-	-	-	-	-	-	-	-
10	Sports	3660	2471	67,51	1189	-	-	-	-	-	-	-	-	-
T	TOTAL	186743	124262	66,54	62481	54720	36768	67,19	17952	12296	7641	62,14	4655	44409
11	Other types	2814	1709	60,73	1105	252	106	42.06	146	78	149	191,03	-71	255
TG	GENERAL TOTAL	189557	125971	66,46	63386	54972	36874	67,08	18098	12374	7790	62.95	4584	44664

Table 26. Situation at the entrance examination in the 9th grade of high school (full-time courses) and in the first year of vocational education. Session July 1992

COUNTY	The 9th grade of high school (full-time courses)					The first year of vocational school								
	Places allocated	Applicants admitted	%	Places left	Applicants rejected	Places alocatted	Applicants admitted	%	Places left	Places by contr.	Applicants admitted by contr.	%	Places left	Total admitted at voc. school
1 ALBA	3770	2336	61,96	1434	60	1350	813	60,22	537	276	188	68.12	88	1001
2 ARAD	3805	2693	70,78	1112	103	1392	755	54,24	637	708	215	30.37	493	970
3 ARGEŞ	7415	5236	70,61	2179	86	2070	1706	82,42	364	590	377	63.90	213	2083
4 BACĂU	5970	3752	62,85	2218	128	1500	1187	59,13	313	-	-	-	-	1187
5 BIHOR	5990	4137	69,07	1853	50	1920	1519	79,11	401	326	218	66.87	108	1737
6 BISTRIŢA	2310	1600	69,26	710	-	660	444	67,27	216	-	-	-	-	444
7 BOTOŞANI	3720	2283	61,37	1437	-	750	498	66,40	252	30	-	-	30	498
8 BRAŞOV	6570	4189	63,75	2381	375	1980	1469	74,19	511	324	342	65.27	182	1811
9 BRĂILA	3240	2007	61,9[illegible]	1233	35	750	538	71,73	212	60	-	-	60	538
10 BUZĂU	4410	3229	73,22	1181	340	1489	670	45,00	819	372	286	76.88	86	956

COUNTY	The 9th grade of high school (full-time courses)					The first year of vocational school								
	Places allocated	Applicants admitted	%	Places left	Applicants rejected	Places alocatted	Applicants admitted	%	Places left	Places by contr.	Applicants admitted by contr.	%	Places left	Total admitted at voc. school
11 CĂLĂRAŞI	2280	1648	72,28	632	29	1050	740	70,48	310	60	46	76,67	14	786
12 CARAŞ	2580	1722	66.74	858	59	1380	341	24,71	1039	720	519	72,08	201	860
13 CLUJ	6475	4477	69.14	1998	146	1800	1509	83,83	291	585	367	62.74	218	1876
14 CONSTANŢA	5988	3435	57,36	2553	236	1830	788	43,06	1042	90	24	26,67	66	812
15 COVASNA	1980	1111	56.11	869	25	630	450	71,43	180	-	-	-		450
16 DÎMBOVIŢA	4650	2999	64.49	1651	121	1050	859	81,81	191	411	343	83,45	68	1202
17 DOLJ	6630	5021	75,73	1609	204	2190	1398	63,84	792	-	-	-	-	1398
18 GALAŢI	4415	2892	65,50	1523	71	1650	545	33,03	1105	690	343	49.71	347	888
19 GIURGIU	1620	1221	75,37	399	-	660	427	64.70	233	-	-	-		427
20 GORJ	3450	2211	64.09	1239	-	1050	719	68.48	331	1080	679	62.87	401	1398
21 HARGHITA	3436	1932	56,23	1504	44	720	586	81;39	134	30	30	100,0		616
22 HUNEDOARA	3590	2866	79.83	724	-	1470	1101	74.90	369	948	637	67.19	311	1738
23 IALOMIŢA	2190	1635	74,66	555	14	900	636	70,67	264	-	-	-	-	636
24 IAŞI	5820	3646	62,65	2174	186	1710	1102	64,44	608	180	132	73,33	48	1234
25 MARAMUREŞ	4220	2489	58,98	1731	120	960	642	66,88	318	-	-	-	-	642
26 MEHEDINŢI	3120	2211	70,87	909	12	600	410	68,33	190	120	70	58,33	50	480
27 MUREŞ	4664	2966	63,59	1698	7	690	516	74,78	174	861	568	65,97	293	1084
28 NEAMŢ	4515	2100	64,23	1615	3	1410	874	61,99	536	99	99	100,0	-	973
29 OLT	4500	3311	73,58	1189	-	1200	993	82,75	207	-	-	-	-	993
30 PRAHOVA	6830	3978	58.24	2852	625	1960	1047	53,42	903	642	339	52,80	303	1386

COUNTY	The 9th grade of high school (full-time courses)					The first year of vocational school								
	Places allocated	Applicants admitted	%	Places left	Applicants rejected	Places alocatted	Applicants admitted	%	Places left	Places by contr.	Applicants admitted by contr.	%	Places left	Total admitted at voc. school
31 SATU MARE	3590	2375	66,16	1215	149	900	757	84,11	143	-	-	-	-	757
32 SĂLAJ	2880	1982	68,82	898	40	570	411	72,11	159	-	-	-	-	411
33 SIBIU	3870	2501	64,63	1369	146	1890	1381	73,07	509	934	619	66.27	315	2000
34 SUCEAVA	5560	3484	62,66	2076	447	1140	791	69,39	349	30	-	-	30	791
35 TELEORMAN	3840	2484	64,69	1356	10	830	464	55,90	366	-	-	-	-	464
36 TIMIŞ	6025	4151	68,90	1874	115	2340	1357	57,99	983	718	449	62.53	269	1806
37 TULCEA	2130	1445	67,84	685	-	690	310	44,93	380	-	-	-	-	310
38 VASLUI	3030	2465	81,35	565	41	690	335	48,55	355	30	30	100.0	-	367
39 VÎLCEA	3630	2717	74,85	913	4	1170	891	76,15	279	140	140	100.0	-	1031
40 VRANCEA	2820	1753	62,16	1067	43	1050	686	65,33	364	140	65	46.43	75	751
41 BUCUREŞTI	21865	14521	66,41	7344	454	6000	4209	70,15	1791	795	665	83.65	130	4874
TOTAL	189393	126011	66,53	63382	4488	56041	36874	65,80	19167	12189	7790	63.91	4399	44664

At the end of the school year 1991/1992, of the total number of graduates from the 8th grade - 305.105 graduates, only 125.971 graduates were admitted in the 9th grade of high school, session July 1992, 36.876 were admitted without contract in the first year of vocational school and 7.790 were admitted by contract, therefore, 170.637 applicants admitted, only 55,9% of the total number of graduates from the 8th grade.

After the session July 1992, of the total number of places allocated - 189.557 places - 63.587 places left (33,5% of total) and of the total number of places allocated for the first year of vocational school - 54.972 places - 4.584 places left (8,3% of total).

Table 27. Number of students in high schools, by teaching language

School year	1989/1990	1990/1991	1991/1992
Total students in high schools	1346315	995689	778420
- Romanian	1308442	952058	742747
- Hungarian	33555	41367	33447
- German	3910	1730	1605
- other languages of national minorities	408	534	621

Table 28. Number of students in high schools by modern language learned, in the school year 1991/1992.

Modern language	First language	Second language	Evening courses
1. English	130461	164819	32155
2. French	303320	147088	53723
3. German	52716	47603	4610
4. Russian	101032	95203	23765
5. Spanish	1110	1008	-
6. Italian	60	185	-

Table 29. The percentage of students in high schools and vocational education in the school year 1991/1992, by counties

COUNTY	Total no. students	of which %:			
		High schools	Voc. schools with graduates from the 8th grade	Voc. schools with graduates from the 10th grade	Voc. schools for students with deficiencies
Alba	20565	72,7	14,6	11,8	8,9
Arad	21586	71,9	12,0	12,9	3,4
Argeş	39945	73,6	10,8	14,1	1,4
Bacău	29753	76,3	12,6	11,1	-

COUNTY	Total no students	of which %:			
		High schools	Voc. schools with graduates from the 8th grade	Voc. schools with graduates from the 10th grade	Voc. schools for students with deficiencies
Bihor	32538	71,8	11,9	13,1	3,2
Bistriţa-Năsăud	12568	74,6	11,6	9,2	4,6
Botoşani	16058	86,7	6,4	6,9	-
Braşov	36509	67,4	16,3	6,3	-
Brăila	18964	72,5	11,3	13,4	2,8
Buzău	21779	80,9	11,9	7,1	-
Caraş-Severin	15324	69,0	13,6	17,4	-
Călăraşi	12403	69,3	16,3	14,4	-
Cluj	38746	72,8	15,5	10,6	1,1
Constanţa	37426	75,5	11,5	13,0	-
Covasna	10071	71,3	15,9	12,8	-
Dîmboviţa	22836	76,1	12,2	11,7	-
Dolj	38565	76,2	11,1	11,6	1,1
Galaţi	30132	68,3	13,8	16,7	1,2
Giurgiu	8868	74,3	20,1	5,6	-
Gorj	20183	69,8	16,3	13,9	-
Harghita	17671	74,1	15,4	9,7	0,8
Hunedoara	26472	70,4	16,4	13,2	-
Ialomiţa	10231	78,0	14,3	7,7	-
Iaşi	35551	71,3	11,4	12,9	4,4
Maramureş	24967	72,5	15,3	12,2	-
Mehedinţi	14585	80,2	11,2	9,6	-
Mureş	27808	75,2	11,1	11,8	1,9
Neamţ	21507	75,5	11,5	11,2	1,8
Olt	23291	76,0	11,1	10,6	2,3
Prahova	42310	72,3	13,8	12,9	-
Satu Mare	17802	74,2	12,8	10,7	2,3
Sălaj	14042	79,8	9,5	8,1	2,6
Sibiu	26486	65,1	16,2	17,9	0,8

COUNTY	Total no. students	of which %:			
		High schools	Voc. schools with graduates from the 8th grade	Voc. schools with graduates from the 10th grade	Voc. schools for students with deficiencies
Suceava	26336	81,1	9,6	7,2	2,1
Teleorman	16450	83,6	7,5	8,9	-
Timiş	33402	64,7	16,4	17,7	1,2
Tulcea	10444	79,7	12,2	7,6	0,5
Vaslui	16759	80,5	8,9	7,7	2,9
Vîlcea	22587	75,3	12,2	9,2	3,3
Vrancea	15749	75,5	12,0	12,5	-
Mun. Bucureşti	120856	76,4	12,6	10,7	0,3
TOTAL	1051197	74,0	12,7	12,0	1,3

At national level, from the total number of students in high schools and vocational education, 74% were in high schools, 12,7% were in vocational schools with graduates from the 8th grade, 12% were in vocational schools with graduates from the 10th grade and 1,3% were in vocational schools for students with deficiencies.

Table 30. Number of classrooms and laboratories between 1989 - 1992.

School year	Total	of which:			
		For high schools	For vocational education	For complementary and apprentices education	For postsecondary education
1989/1990	26075	25390	685	-	-
1990/1991	32322	31272	1050	-	-
1991/1992	33096	30047	2283	458	308

Table 31. Material basis of high schools, by counties, in the school year 1991/1992.

COUNTIES	Classrooms	Gymnastics rooms	Laboratories	School studios
Alba	552	23	157	111
Arad	605	27	131	105
Argeş	785	33	144	142
Bacău	806	23	142	112
Bihor	711	27	194	133
Bistriţa-Năsăud	285	13	59	61
Botoşani	319	14	70	53
Braşov	860	44	166	166
Brăila	455	20	95	98
Buzău	472	20	100	93
Caraş-Severin	485	19	99	64
Călăraşi	278	8	56	52
Cluj	1261	44	247	267
Constanţa	774	32	169	139
Covasna	390	15	59	54
Dîmboviţa	546	20	100	129
Dolj	1011	33	236	187
Galaţi	587	20	164	124
Giurgiu	168	8	43	26
Gorj	319	14	94	127
Harghita	530	20	99	91
Hunedoara	645	30	163	123
Ialomiţa	251	8	48	46
Iaşi	946	35	184	169
Maramureş	530	15	110	96
Mehedinţi	399	13	72	59
Mureş	684	32	147	129
Neamţ	509	16	103	89
Olt	505	22	114	47
Prahova	936	36	175	194

COUNTIES	Classrooms	Gymnastics rooms	Laboratories	School studios
Satu Mare	405	18	85	88
Sălaj	324	15	94	60
Sibiu	804	30	144	135
Suceava	656	24	112	133
Teleorman	328	15	87	60
Timiş	983	40	229	162
Tulcea	290	9	56	37
Vaslui	382	10	62	56
Vîlcea	504	26	100	74
Vrancea	279	8	57	63
Mun. Bucureşti	2161	87	482	510
TOTAL	24800	966	5247	4663

I. 9. Public higher education between 1989 - 1993

Table 32. Number of students (Romanians and foreigners) in public higher education between 1989 - 1992.

Academical year	Institu tes	Faculties	Students						
			Total	Fulltime courses	%	Evening courses	%	Long distance courses	%
1989/1990	44	101	164507	94952	57.7	59342	35,9	10213	6,4
1990/1991	48[1]	186	192810	136032	70,5	45894	23,8	10884	5,7
1991/1992	56	257	215226	159678	74,1	40642	18,8	14906	7,1

The public higher education has developed beginning with the academical year 1990/1991. In the academical year 1991/1992, there were 56 institutes of higher education (against 44 in 1989/1990), 257 faculties (against 101 in 1989/1990) and the total number of students was 215.206 against 164.507 in the academical year 1989/1990.

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[1] Of which 5 are higher education institutes which belong to the Ministry of National Defence and to the Ministry of Internal Affaires

The number of students enrolled in full-time courses increased and also the number of students enrolled in long distance courses.

Table 33. Number of higher education institutes between 1989 - 1992

Type of Institute	1989/1990	1990/1991	1991/1992
Total	44	48[1]	56[2]
Politechnics	4	3	5
Technical Institutes	5	11	10
Institutes for subengineers	10	-	-
Agronomic Institutes	4	4	4
Institutes for economics	1	1	1
Medical and Pharmaceutical Institutes	5	6	5
Universities	8	16	16
Conservatory	3	3	3
Institutes of Arts	2	2	2
Institutes of Theatre	2	2	2

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[1] Cinci sînt institute de învăţămînt superior care aparţin M.Ap.N. şi M.I.

[2] The same as footnote 1.

Table 34. Number of Romanian students by schoolar situation at application between 1989 - 1992

	Students enrolled			
	Total	Admitted at the entrance exam or promovation of the previous year	Repetitions or re-enrolled	Other situations
Academical year 1989/1990	157838	146318	9562	1958
1. Full-time courses, total years I-IV	88514	83388	4026	1100
- of which year I	18924	18291	597	36
2. Evening courses - total years I-VI	59141	53976	4401	764
- of which year I	12525	12082	385	58
3. Long distance courses - total years I-VI	10183	8954	1135	94
- of which year I	2037	1926	107	4
Academical year 1990/1991	184171	169051	10320	4800
1. Full-time courses - total years I-VI	127431	119079	4758	3594
- of which year I	41996	40509	1121	366
2. Evening courses - total years I-VII	45888	40514	4489	885
- of which year I	4967	4259	616	92
3. Long distance courses - total years I-VI	10852	9458	1078	321
Academical year 1991/1992	205393	186242	14390	4761

Table 35. Number of Romanian students, percentage of females and distribution by type of locality between 1989 - 1992

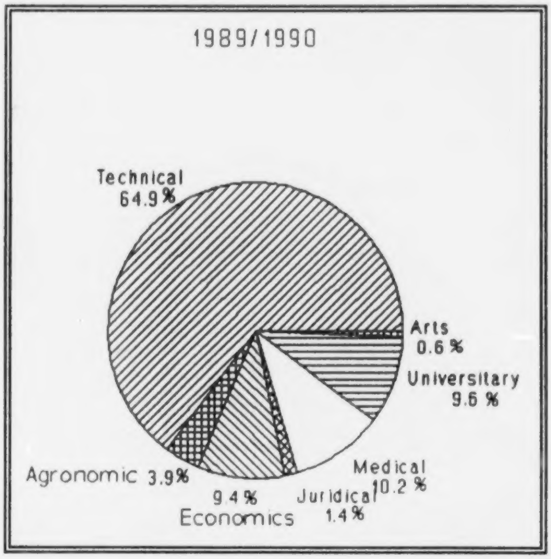
	Total	of which feminin %	Students from:			
			urban		rural	
			Total	of which feminin %	Total	of which feminin %
Academical year 1989/1990 - Total	157838	49,6	122649	50,4	35189	46,9
1. Full-time courses - total -	88514	51,9	66015	53,1	22499	48,4
- of which year I	18924	51,7	14260	51,9	4664	50,9
2. Evening courses - total -	59141	44,2	49679	45,0	9462	40,2

- of which year I	12525	46,4	10692	46,9	1833	43,6
3. Long distance courses - total -	10183	60,6	6955	62,8	3228	55,8
- of which year I	2037	62,4	1458	64,8	579	56,3
Academical year 1990/1991 - Total	184171	48,2	142202	48,8	41969	46,1
1. Full-time courses - total -	127431	49,1	96196	49,7	31235	47,5
- of which year I	41996	47,0	32014	47,6	9982	45,1
2. Evening courses - total -	45888	43,3	38231	44,2	7657	38,5
- of which year I	4967	33,4	4105	34,6	862	27,9
3. Long distance courses - total years I-VI	10852	57,5	7775	60,3	3077	50,4
- of which year I	3133	52,7	2121	60,7	1012	36,0
Academical year 1991/1992 - Total	205393	46,8	160426	47,6	44967	44,0
1. Full-time courses - total -	149927	48,4	115900	47,9	34027	44,2
2. Evening courses - total -	40638	41,1	33846	41,8	6792	38,1
3. Long distance courses - total -	14828	47,1	10680	45,1	4148	52,2

Figure 7. Evolution of the number of students in higher education, by fields of study

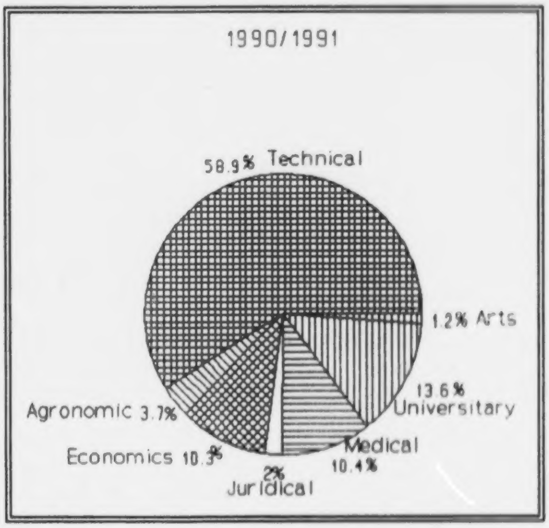
Academical year
1989/1990

Technical	64,9%
Agronomic	3,9%
Economics	9,4%
Juridical	1,4%
Medical	10,2%
Universitary	9,6%
Arts	0,6%



Academical year
1990/1991

Technical	58,9%
Agronomic	3,7%
Economics	10,3%
Juridical	2,0%
Medical	10,4%
Universitary	13,6%
Arts	1,2%



Academical year
1991/1992

Technical	53,6%
Agronomic	3,8%
Economics	11,5%
Juridical	3,5%
Medical	10,1%
Universitary	15,9%
Arts	1,6%

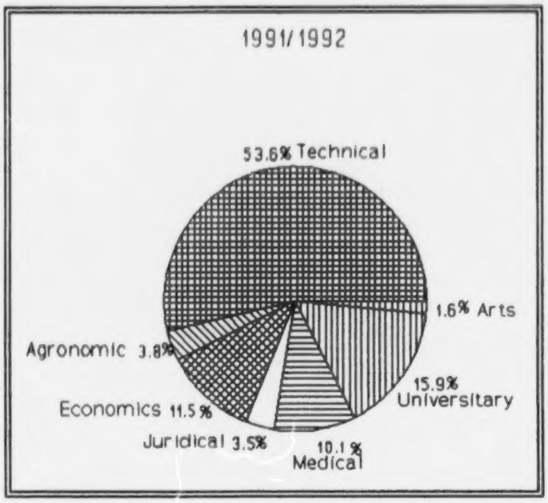
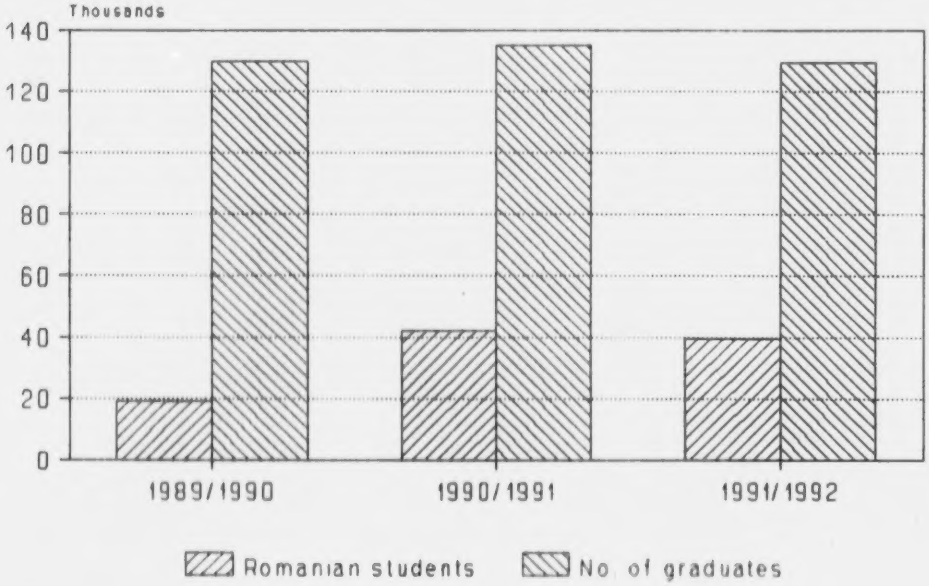


Figure 8. Evolution of the number of students in the first year of study (full-time courses) as against the number of graduates from high school



Graduates from the 12th grade of the previous school years
Romanian students in the first years

The percentage of overwhelming of graduates from the 12 grade of the previous school year in the first year of study in higher education was as follows: 14,6% in 1989/1990, 31,1% in 1990/1991, 30,5% in 1991/1992.

The number of graduates from higher education was relatively constant between 1989-1991: 27.620 graduates in 1989, 28.113 graduates in 1990, 25.927 graduates in 1991.

Table 36. Distribution (by function) of full-time teaching staff in higher education between 1989 - 1992

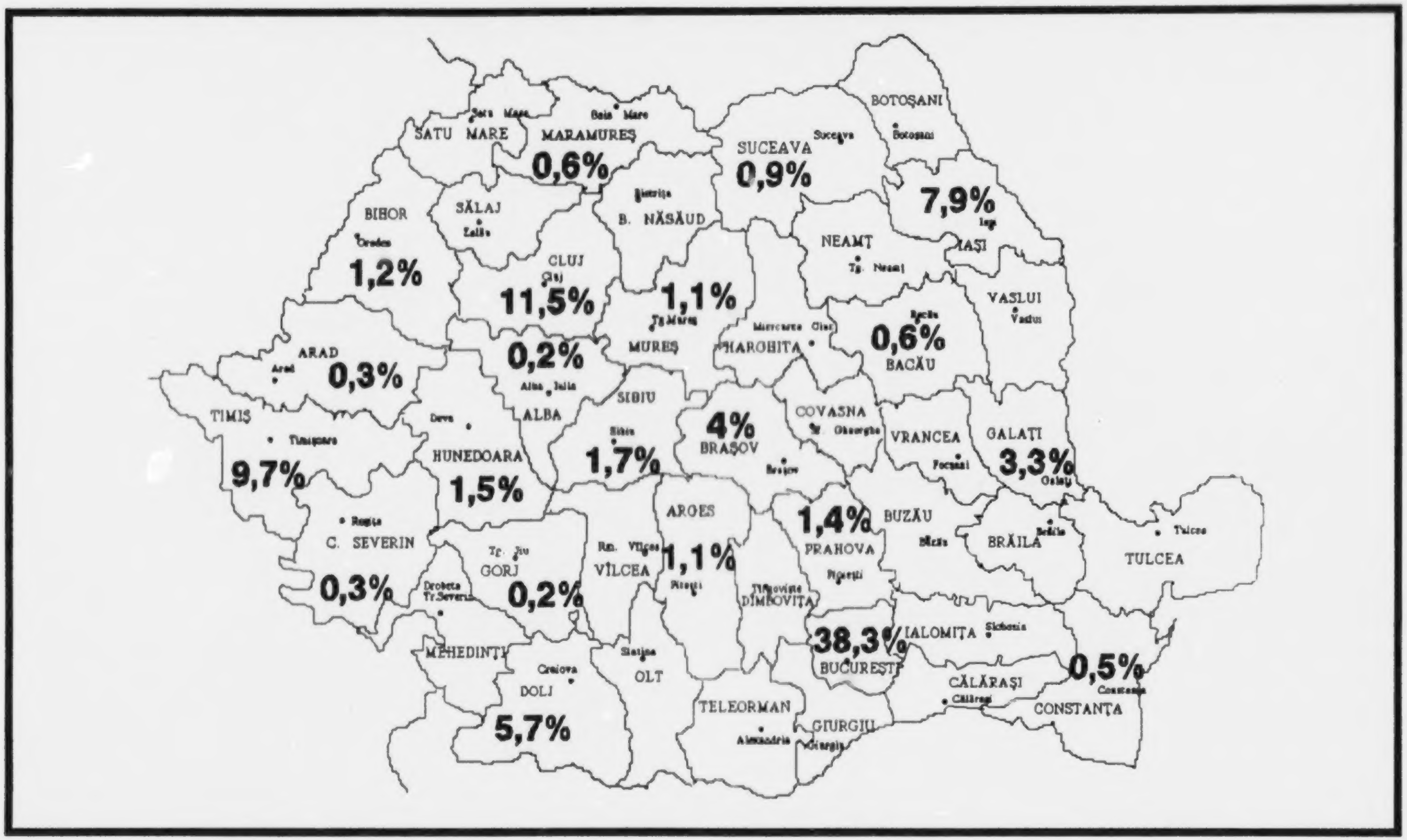
Academical year	Total		of which:									
			Professors		Lecturers		Associate lecturers		Associate professors		preparators	
	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%
1989/1990	14363	100	1501	10,5	2190	15,2	5514	38,4	5158	35,9		-
1990/1991	23899	100	2298	9,7	3917	16,4	7036	29,4	10648	44,5	-	-
1991/1992	29805	100	3256	10,9	4882	16,4	8625	28,9	10384	34,8	2658	8,9

The average number of students/professor was 17,2 in the academical year 1991/1992, 13,8 in the academical year 1990/1991 and 11,5 in the academical year 1989/1990.

Table 37. Spaces destinated to the learning process in higher education between 1989 - 1992

Academical year	Lecture rooms	Seminaries rooms and rooms for practical activities	Laboratories	Used surfaces (m^2)
1989/1990	933	2361	3994	551466
1990/1991	1097	2688	4328	695837
1991/1992	1212	3234	4893	1139963

FIG.9 PERCENTAGE OF THE TOTAL NUMBER OF STUDENTS BY COUNTIES, IN THE ACADEMICAL YEAR 1992/1993


SATU MARE
Satu Mare
MARAMUREŞ
Baia Mare
0,6%
SUCEAVA
Suceava
0,9%
BOTOŞANI
Botoşani
7,9%
IAŞI
BIHOR
Oradea
1,2%
SĂLAJ
Zalău
CLUJ
Cluj
11,5%
B. NĂSĂUD
Bistriţa
1,1%
MUREŞ
Tg. Mureş
NEAMŢ
Tg. Neamţ
VASLUI
Vaslui
HARGHITA
Miercurea Ciuc
0,6%
BACĂU
Bacău
ARAD
Arad
0,3%
0,2%
ALBA
Alba Iulia
SIBIU
Sibiu
1,7%
4%
BRAŞOV
Braşov
COVASNA
Sf. Gheorghe
VRANCEA
Focşani
GALAŢI
3,3%
Galaţi
TIMIŞ
Timişoara
9,7%
Deva
HUNEDOARA
1,5%
C. SEVERIN
Reşiţa
0,3%
GORJ
Tg. Jiu
0,2%
Rm. Vîlcea
VÎLCEA
ARGEŞ
1,1%
Piteşti
Tîrgovişte
DÎMBOVIŢA
1,4%
PRAHOVA
Ploieşti
BUZĂU
Buzău
BRĂILA
Brăila
TULCEA
Tulcea
Drobeta Tr.Severin
MEHEDINŢI
Craiova
DOLJ
5,7%
Slatina
OLT
TELEORMAN
Alexandria
GIURGIU
Giurgiu
38,3%
BUCUREŞTI
IALOMIŢA
Slobozia
CĂLĂRAŞI
Călăraşi
0,5%
CONSTANŢA
Constanţa

At the beginning of the academical year 1992/1993, besides the 226.815 students enrolled in higher education, there were 14.139 students enrolled in training courses, 11.070 students for doctorat courses and 3.332 students enrolled in postuniversitary education.

I.10. Financing of public education

In the last decade, the educational system in Romania was underfinanced.

a. the average salary of teachers is with 15% lower than the average salary in industrial sector;

b. between 1985-1989, the expenses for education represented 2,47% of the gross intern product (GIP). In 1990 this percentage increased to 3,18% and in 1991 to 3,77%. In 1992 this percentage was 3,12%.

The expenses for compulsory education represented, in 1990, 40% of the total expenses for education (as against 41,8% in 1989). The expenses for secondary education (high schools, vocational education) represented, in 1989, 19,8% of the total expenses for education and 20% in 1991.

In 1990, the expenses for higher education represented 10% of the total expenses for education (as against 11,4% in 1980 and 9,7% in 1989).

Average costs in education

Making the report between the expenses for education in 1991 and the school population, we obtained the following average costs per child in preschool education, student in preuniversitary and universitary education, by form of education:

Preschool education	18.363 lei
Primary and gymnasium education	20.366 lei
High school education	22.148 lei
Postsecondary education	24.289 lei
Vocational education	15.069 lei
Complementary education	19.608 lei
Orphanages	95.340 lei
Universitary higher education	55.268 lei
Medical higher education	64.227 lei

Technical higher education	41.648 lei
Agricultural higher education	86.209 lei
Higher education for theatre	163.338 lei
Higher education for arts and music	98.436 lei
Higher education for economics	38.219 lei

Analysis of material basis of education

In the last ten years, the investments for buildings destinated to education were almost inexistent.

The lack of schooling capacity determined, after 1989, the restarting of investment activity. In 1991, according to the Government Decision 940/1990, the Ministry of Education took over from the local authorities almost 400 buildings in construction. The bugetary allocations for investments represented 25,7% of demands (in 1991) and 23,6% (in 1992).

For 1993, according to the decision of the Ministry of Financing, the fonds allocated for investments in education represent only 13,4% of demand.

a. The schooling capacity

In the school year 1991/1992, 914 school units run with 3 or 4 shifts of students daily, in the same classroom, in the conditions of classes of 40 students.

In order to balance the lack of spaces, the classes were reduced to 30-35 minutes, the classrooms being used 12-14 hours per day. Almost 40% of students in urban area are in this situation.

b. The condition of buildings

1.157 school buildings have walls of clay. 4.356 school buildings have dampness. 45 school buildings were made between 1700-1800 and 1.690 school buildings were made between 1801-1900.

Table 37. Utilization of schools by more than 2 shifts of students daily/classroom, by counties

No.	County	School units	No. classes of students/classroom			Deficit of classrooms
1.	Alba	9	7	1	1	32
2.	Arad	5	5	-	-	24
3.	Argeş	24	18	5	1	171
4.	Bacău	19	17	2	-	103
5.	Bihor	10	8	2	-	65
6.	Bistriţa-Năsăud	4	4	-	-	11
7.	Botoşani	39	28	6	5	206
8.	Braşov	40	34	6	-	201
9.	Brăila	25	19	6	-	116
10.	Buzău	28	27	1	-	105
11.	Caraş-Severin	13	13	-	-	25
12.	Călăraşi	11	8	3	-	70
13.	Cluj	13	10	3	-	77
14.	Constanţa	42	27	13	2	293
15.	Covasna	4	4	-	-	11
16.	Dîmboviţa	22	19	2	1	69
17.	Dolj	39	28	7	4	251
18.	Galaţi	28	19	9	-	197
19.	Giurgiu	6	5	1	-	33

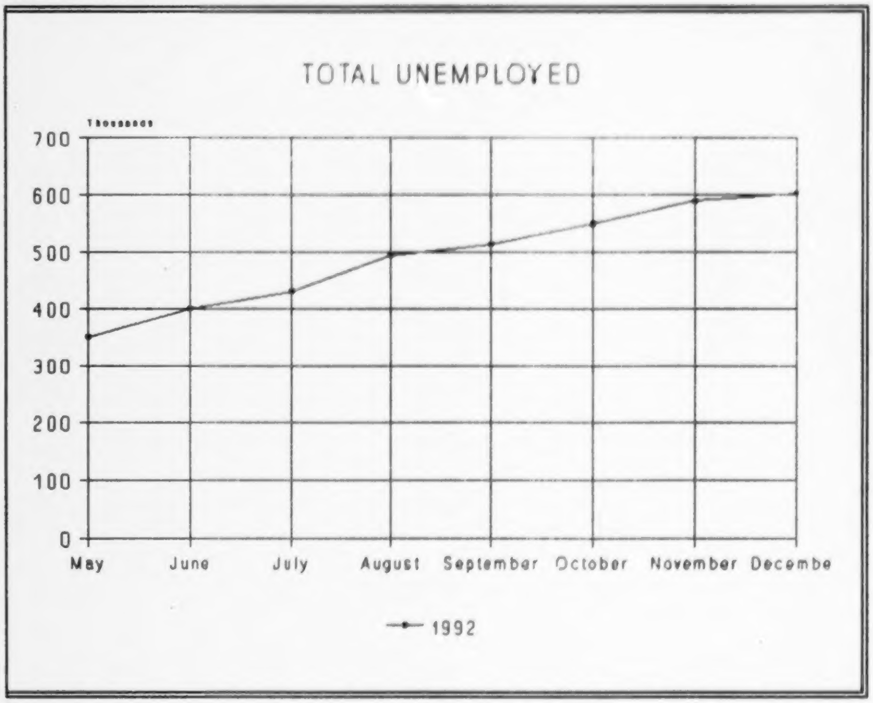
No.	County	School units	No. classes of students/classroom			Deficit of classrooms
20.	Gorj	30	25	5	-	132
21.	Harghita	7	6	1	-	21
22.	Hunedoara	9	9	-	-	20
23.	Ialomiţa	12	9	3	-	60
24.	Iaşi	30	24	6	-	196
25.	Maramureş	24	19	3	2	105
26.	Mehedinţi	9	6	2	1	92
27.	Mureş	19	19	-	-	80
28.	Neamţ	13	10	2	1	97
29.	Olt	33	26	4	3	215
30.	Prahova	42	29	10	3	241
31.	Satu-Mare	8	6	2	-	45
32.	Sălaj	6	4	2	-	42
33.	Sibiu	11	8	3	-	55
34.	Suceava	37	29	6	2	177
35.	Teleorman	28	20	8	-	178
36.	Timiş	16	16	-	-	97
37.	Tulcea	9	5	3	1	74
38.	Vaslui	22	16	6	-	132
39.	Vilcea	22	19	2	1	119
40.	Vrancea	19	14	3	2	124
41.	Bucureşti	127	89	31	7	954

Table 38. Situation of school buildings (preuniversitary education)

School buildings	Urban	Rural	Total
Total, of which :	3298	12786	16084
- without interior installation	701	11592	12293
- with walls of clay	24	1133	1157
- with walls of wood	80	1004	1084
- with dampness	982	3374	4356
- built before 1700	10	35	45
- built between 1701-1800	23	48	71
- built between 1802-1900	461	1229	1690
- built between 1901-1918	231	1208	1439
- built between 1919-1945	375	2470	2845
- built between 1946-1950	403	594	697
- built between 1951-1960	309	1915	224
- built between 1961-1970	777	3154	3931
- built between 1971-1980	729	1540	2269
- built between 1981-1989	174	358	532
- built after 1989	21	31	52
- no specification	85	208	293

I.11. Unemployment between 1991-1992. Evolution of the total number of the unemployed in 1992

Figure 10.



Of the total number of 601.479 unemployed in December 1992, 60,7% are women and 39,3% are men.

Table 39. Structure of unemployed by professional categories, groups of age and sex in 1992

Professional category	Total	By groups of age					
		Under 25 years %	25-29 years %	30-39 years %	40-49 years %	50-54 years %	over 55 years %
Workers	525425	41,8	14,4	22,7	19,7	4,8	2,6
of which females:	315730	42,9	16,2	23,7	12,4	3,5	1,3
With medium education	64723	34,3	14,5	25,0	18,9	4,8	2,5
of which females:	42749	37,2	15,9	26,2	16,9	3,1	0,7
With higher education	11331	19,5	21,9	38,4	15,3	3,3	1,6
of which females:	5953	21,3	24.6	40.9	11,1	1,8	0,3

At 31 December 1992, the total number of unemployed registered was of 842.599 persons of which 506.184 women and 336.415 men, 733.155 workers, 93.736 with medium education, 15.708 with higher education.

602.957 persons receive unemployment benefit (of which 364.032 women) and help allocation 239.642 persons (of which 142.152 women).

The number of persons registered who are not under the specification of the Law no.1/1991, was of 84.420 persons (of which 56.881 women).

The qualification and training activity for unemployed, at 31 December 1992

Total number of persons attending training activities: 43.741, of which:

a) persons who finished training by organized courses:	31192
- at the request of economic agencies, total	2478
- persons who got a job:	2097
- according to the necessities of labour force, total	27870
- persons who got a job:	4586
- for the free initiative activity, total	844
- persons who became private owners:	186
b) persons who attend training courses	12549

The unemployment rate, at 31 December 1992, was 8,4%.

The counties with the greatest number of unemployed/10.000 inhabitants are: Bistriţa-Năsăud (821), Tulcea (738), Vaslui (693), Buzău (670), Vaslui (693), Neamţ (654), and the counties with the lowest number of unemployed/10.000 inhabitants are: Dolj (154), Argeş (204), Timiş (224), Braşov (233), Arad (244).

Among the counties with the greatest number of unemployed/10.000 inhabitants is Bistriţa-Năsaud and the county with the lowest number of unemployed/10.000 inhabitants is Gorj.

Figure 12. Evolution of unemployment in 1991 and 1992 by quarters

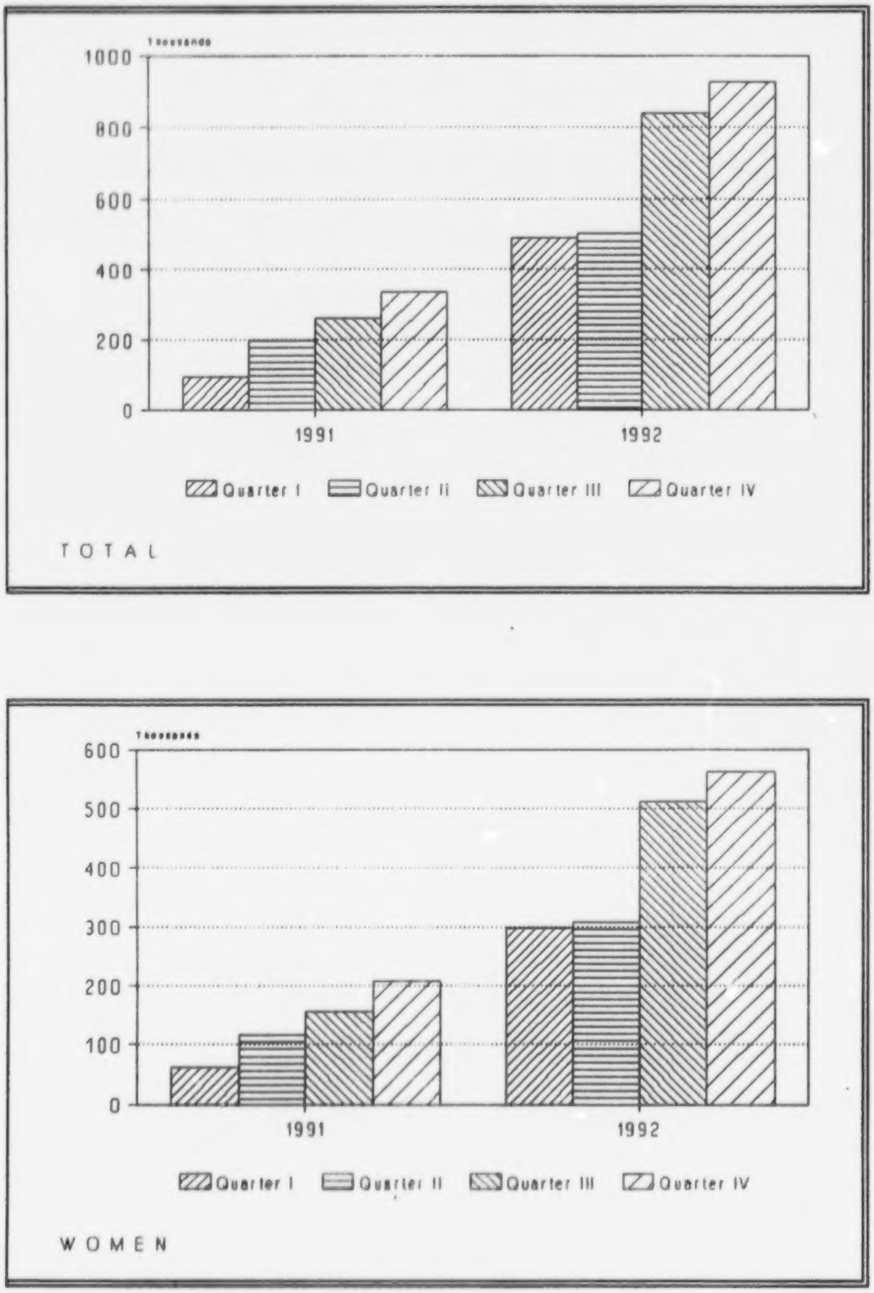
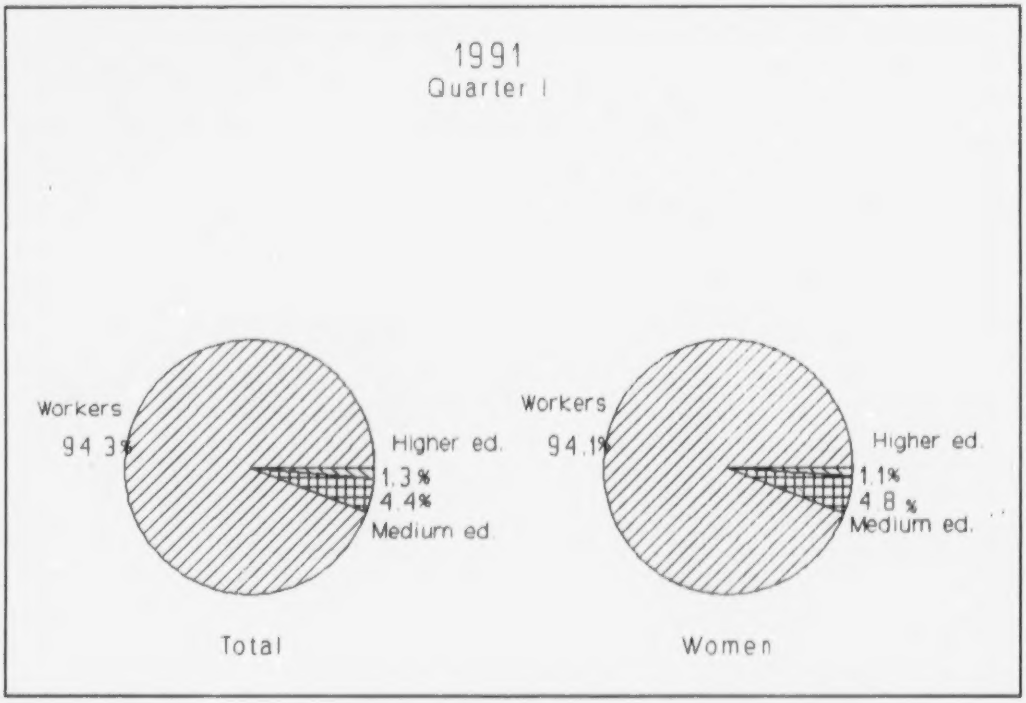
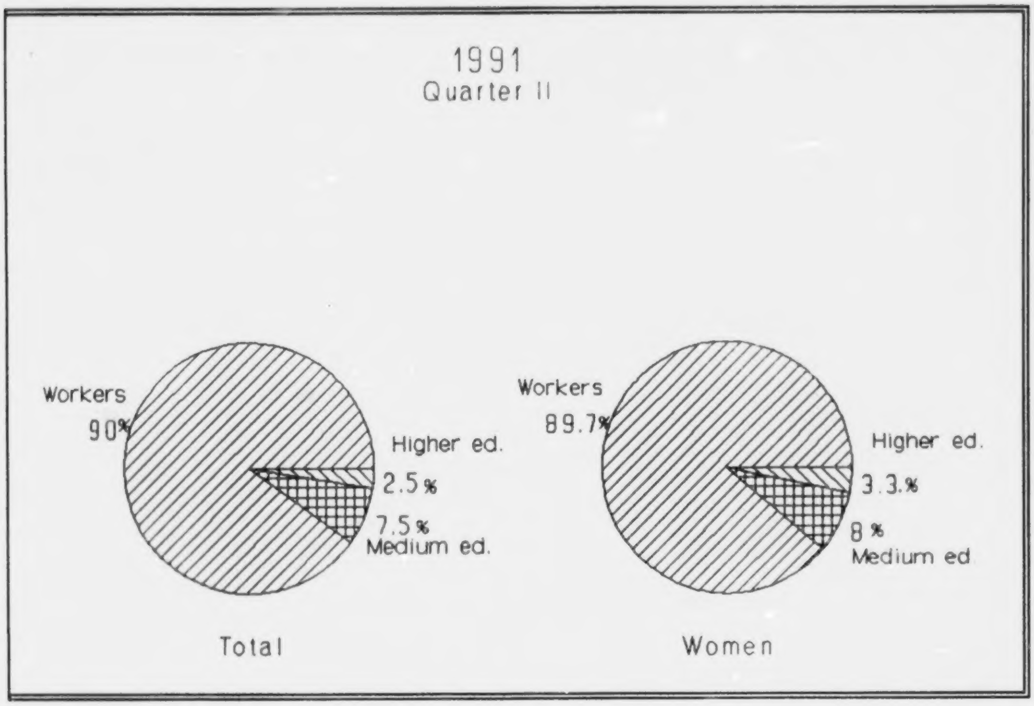


Table 40. Number of unemployed in 1991 and 1992, by quarters

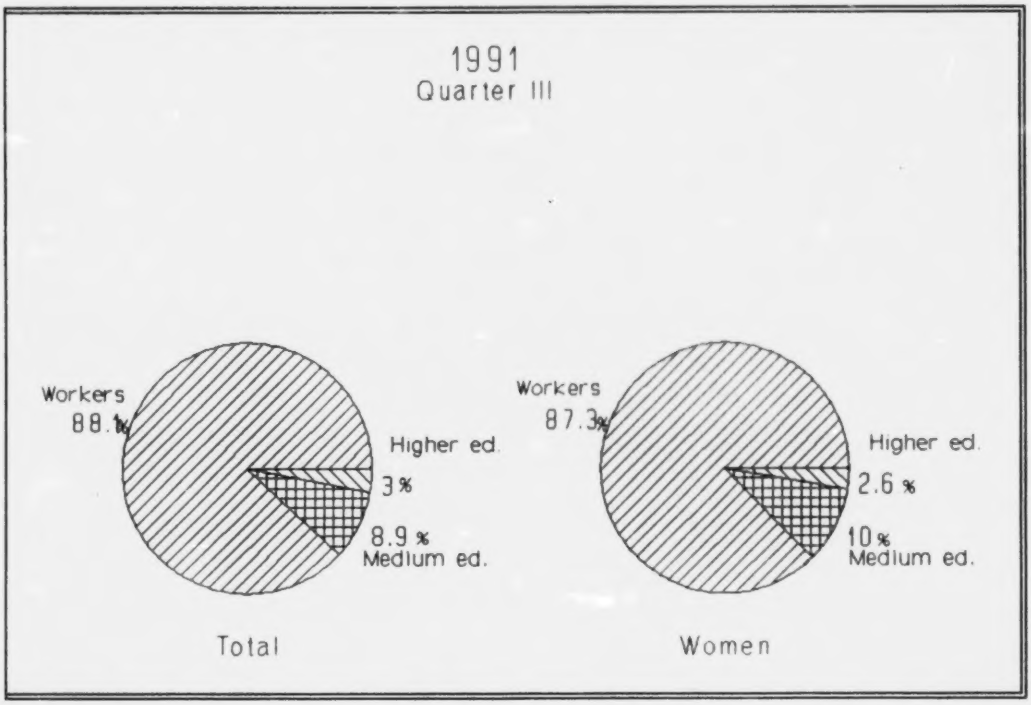
QUARTER	1991		1992
The first quarter	Total	92359	488246
	Women	61552	297438
The second quarter	Total	195573	500797
	Women	115644	308119
The third quarter	Total	260489	841714
	Women	155869	512889
The forth quarter	Total	337440	929019
	Women	208457	563065

Figure 13. Structure of unemployment 1991 and 1992 by level of education

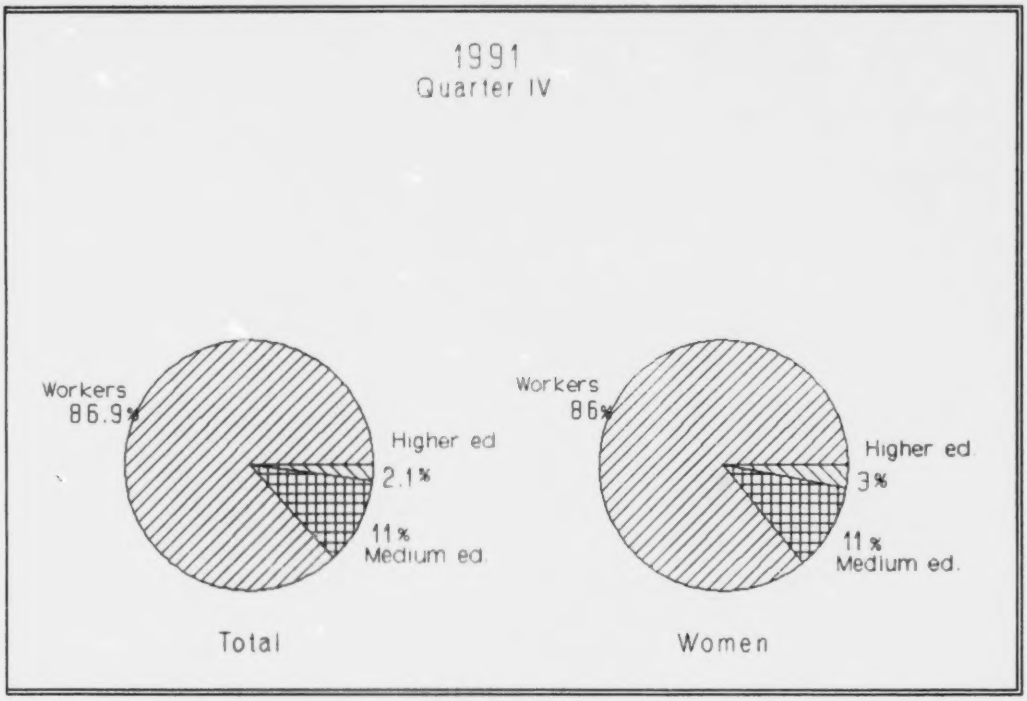


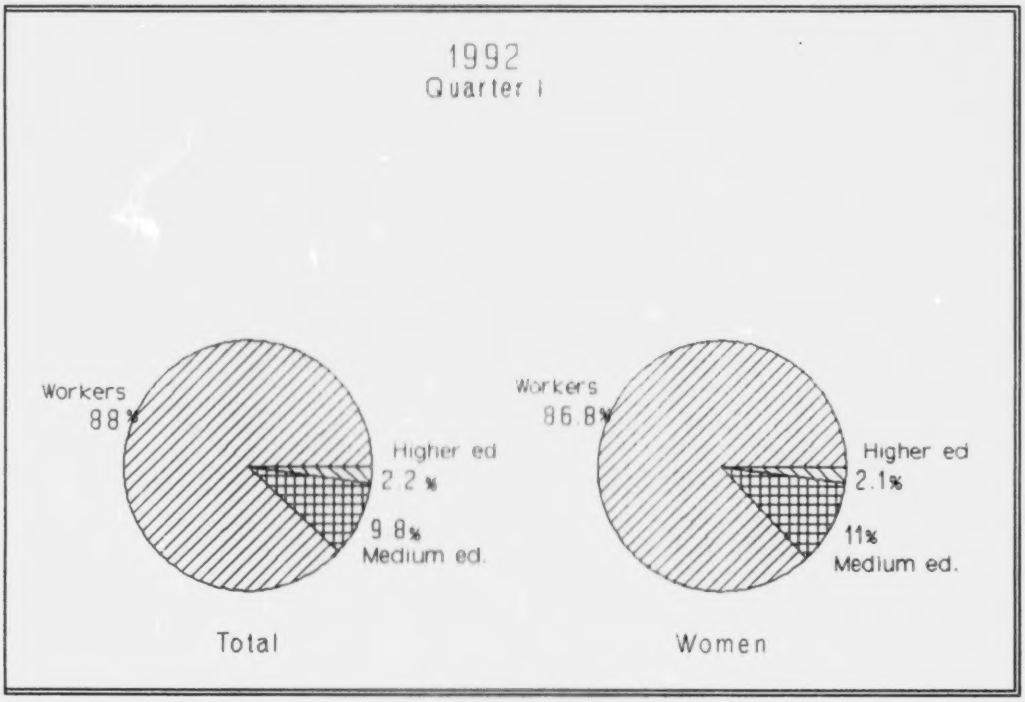


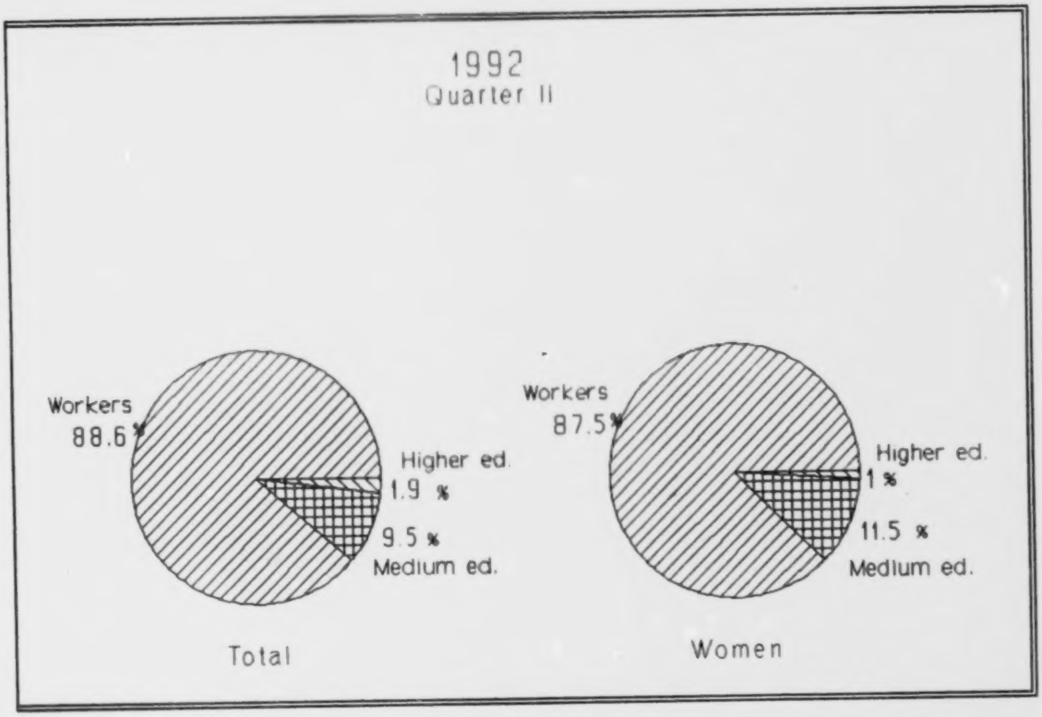
1991
Quarter II

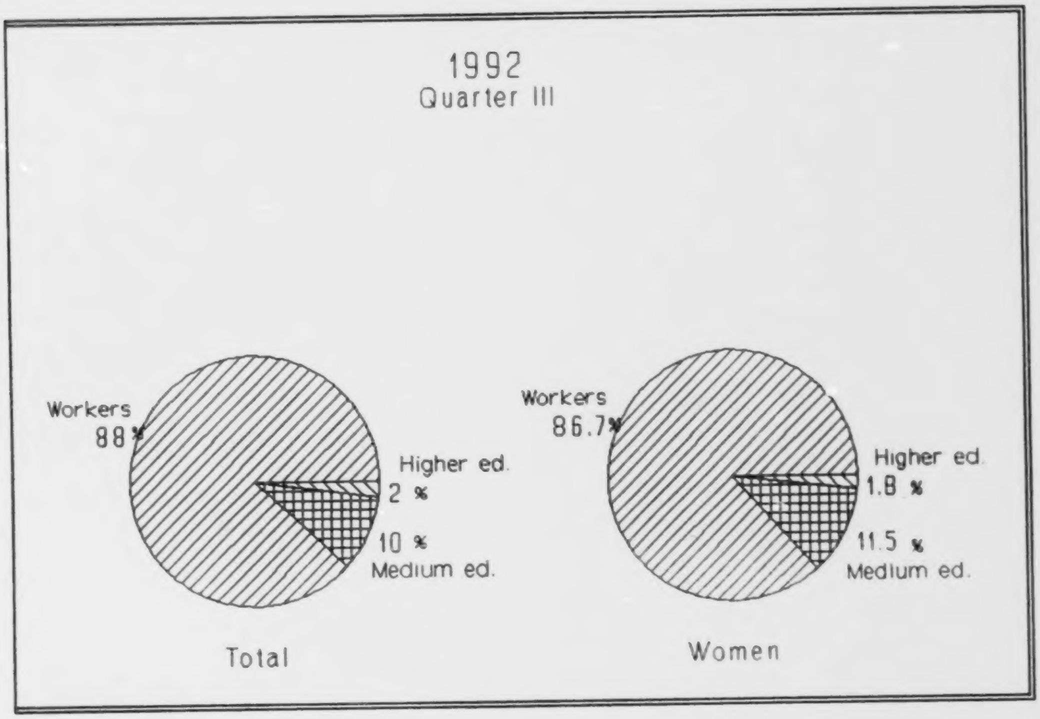


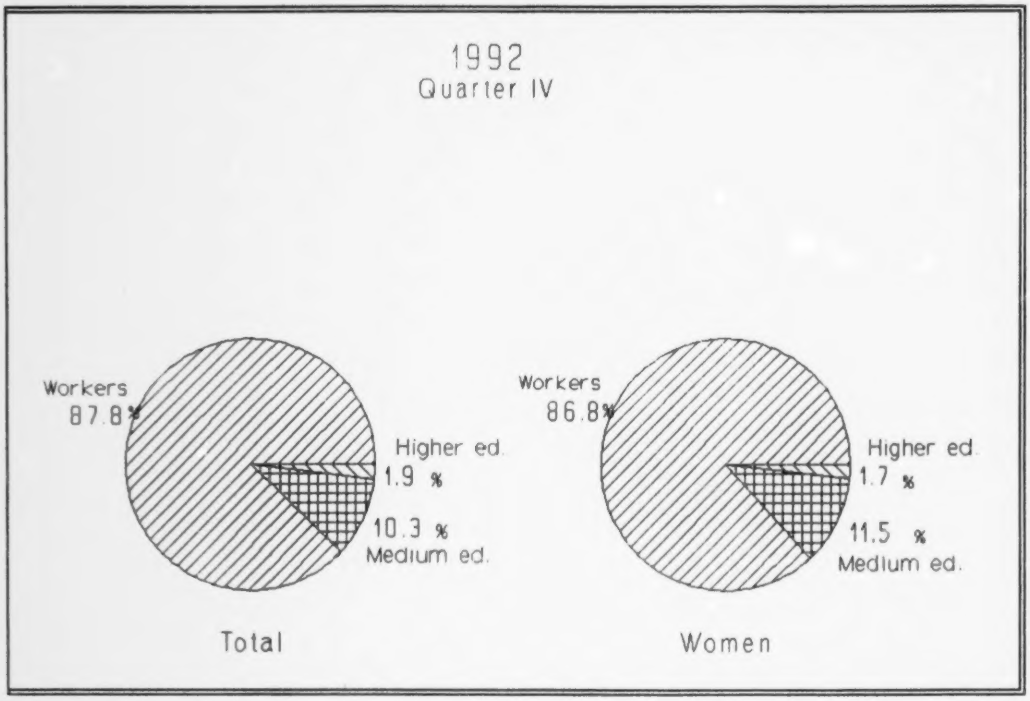
1991
Quarter III


1991
Quarter IV
Workers
86.9%
Higher ed
2.1%
11%
Medium ed.
Total
Workers
86%
Higher ed
3%
11%
Medium ed.
Women


1992
Quarter I
Workers
88%
Higher ed
2.2%
9.8%
Medium ed.
Total
Workers
86.8%
Higher ed
2.1%
11%
Medium ed.
Women


1992
Quarter II
Workers
88.6 %
Higher ed.
1.9 %
9.5 %
Medium ed.
Total
Workers
87.5 %
Higher ed.
1 %
11.5 %
Medium ed.
Women


1992
Quarter III
Workers
88 %
Higher ed.
2 %
10 %
Medium ed.
Total
Workers
86.7 %
Higher ed.
1.8 %
11.5 %
Medium ed.
Women

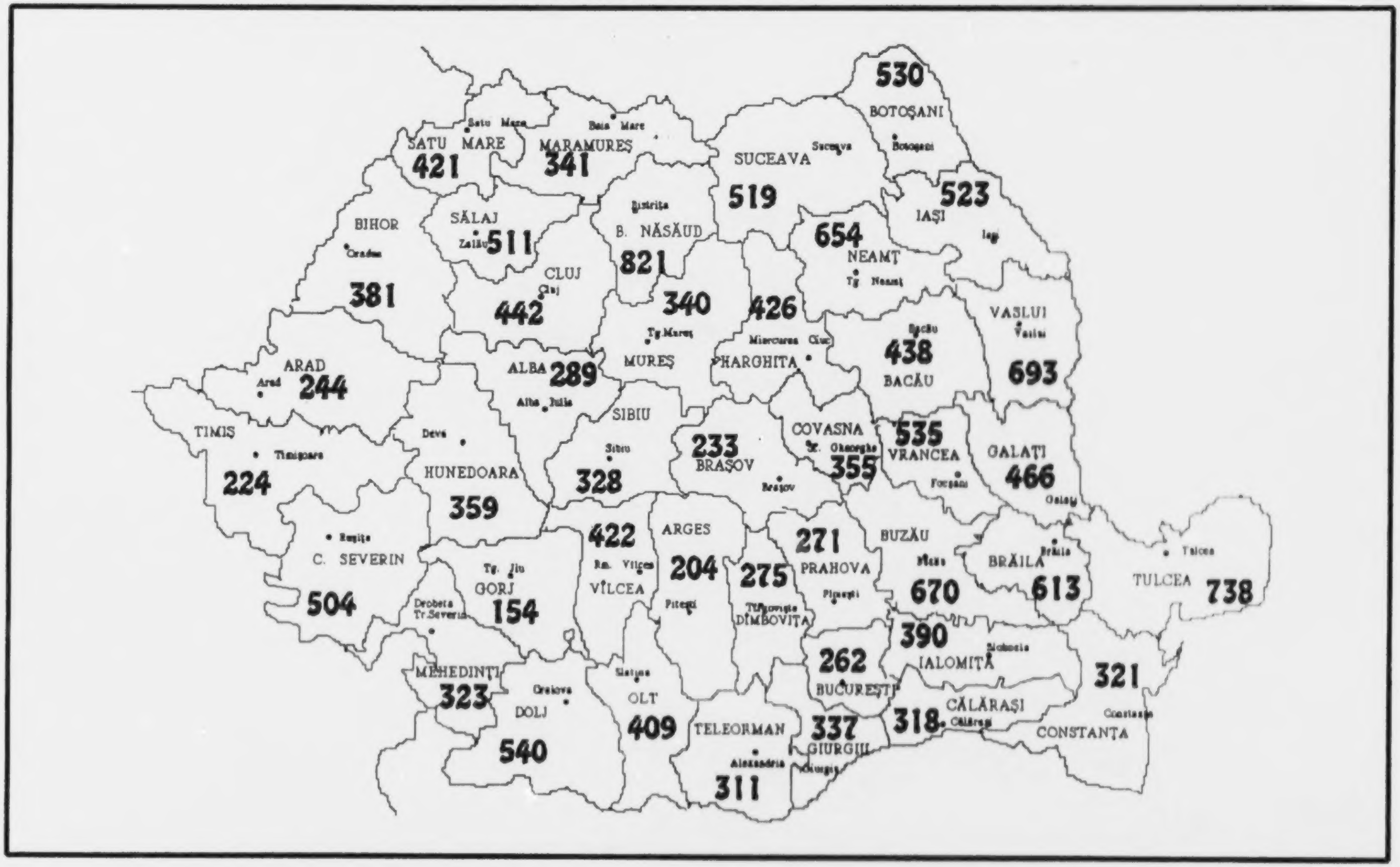


The structure of unemployment varied in 1991. In the first quarter of 1991, 94,3% of unemployed were workwers, 4,4% were persons with medium education and 1,3% were persons with higher education.

In the forth quarter of 1991, the percentage of unemployed workers decreased to 86,9%, the percentage of unemployed with medium education increased to 11%.

In 1992, the structure of unemployment is relatively stabile: 88% of unemployed are workers, 10% are persons with medium education and 2% are persons with higher education.

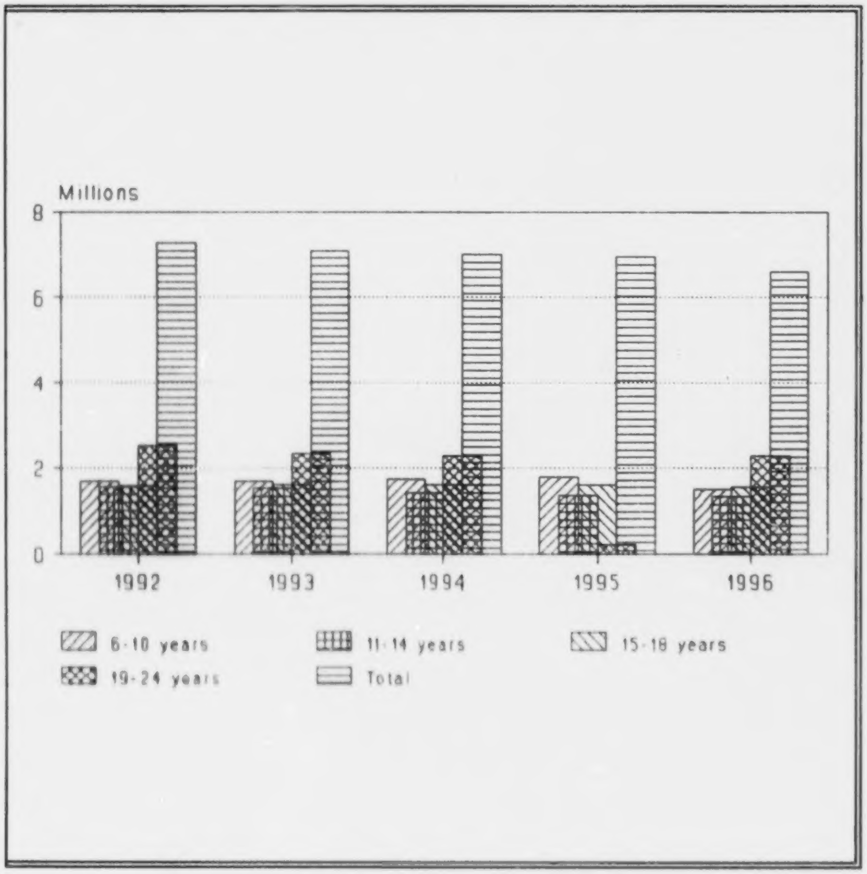
FIG.11 UNEMPLOYED/10.000 INHABITANTS BY COUNTIES, AT 31 DECEMBER 1992


530
BOTOŞANI
Botoşani
SATU MARE
Satu Mare
421
Baia Mare
MARAMUREŞ
341
SUCEAVA
Suceava
519
523
IAŞI
Iaşi
BIHOR
Oradea
381
SĂLAJ
Zalău
511
CLUJ
Cluj
442
Bistriţa
B. NĂSĂUD
821
654
NEAMŢ
Tg. Neamţ
340
426
Tg.Mureş
MUREŞ
Miercurea Ciuc
HARGHITA
Bacău
438
BACĂU
VASLUI
Vaslui
693
ARAD
Arad
244
ALBA
289
Alba Iulia
SIBIU
Sibiu
328
TIMIŞ
Timişoara
224
Deva
HUNEDOARA
359
233
BRAŞOV
Braşov
COVASNA
Sf. Gheorghe
355
535
VRANCEA
Focşani
GALAŢI
466
Galaţi
Reşiţa
C. SEVERIN
504
Tg. Jiu
GORJ
154
Drobeta Tr.Severin
422
Rm. Vîlcea
VÎLCEA
ARGEŞ
204
Piteşti
275
Tîrgovişte
DÎMBOVIŢA
271
PRAHOVA
Ploieşti
BUZĂU
Buzău
670
BRĂILA
Brăila
613
Tulcea
TULCEA
738
MEHEDINŢI
323
Craiova
DOLJ
540
Slatina
OLT
409
TELEORMAN
Alexandria
311
262
BUCUREŞTI
337
GIURGIU
Giurgiu
390
IALOMIŢA
Slobozia
318
CĂLĂRAŞI
Călăraşi
321
Constanţa
CONSTANŢA

I.12 Posible trends of the evolution of schooling age population, by groups of age and of the school population in primary and gymnasium education between 1993 - 1996

An essential aspect which has to be considered when medium and long term decision are made for education is the evolution of schooling age population and school population by levels of education.

Figure 14. Evolution of schooling age population (aged between 6-24 years) by groups of age between 1992-1996
* We mention that, because of the lack of data, our forecast does not consider the posible migration.



There is a decreasing trend of schooling age population (aged between 6-24 years) from a total number of 7.276.374 persons in 1992 to 6.603.074 persons in 1996.

The population aged between 6-10 years has an increasing trend until 1995, the decrease begins in 1996.

For the other groups of age (11-14 years, 15-18 years and 19-24 years) there is a permanent decreasing trend, with one exception for the age group 19-24 years which has a small growth in 1996, as a result of the growth of natality between 1974-1977.

In order to get an image of the overwhelming capacity of school cohorts (the number of students belonging to the same generation who remain in the educational system), we will study four school cohorts, those who began education in the school years 1978/1979, 1980/1981, 1982/1983, 1983/1984.

Table 41. The evolution of school cohorts who began grade I in the school years 1978/1979, 1980/1981, 1982/1983 and 1983/1984.

Students	Generation 1978/1979	Generation 1980/1981	Generation 1982/1983	Generation 1983/1984
I	397076	397360	400775	403847
II	-	-	-	-
III	380435	-	-	383408
IV	-	-	380479	381865
V	-	-	382657	383597
VI	-	373276	374548	374907
VII	-	361318	371450	370316
VIII	363227	364361	366129	352220
Students who dropped-out education after the 8th grade	6581	5000	55511 (year 89/90)	11345 (year 90/91)
Grade IX of high school	142754	359361	168029	166924
Students who attend vocational schools	171067	157228	142590	174951 (year 91/92)
X	340552	342378	157818 (year 91/92)	-

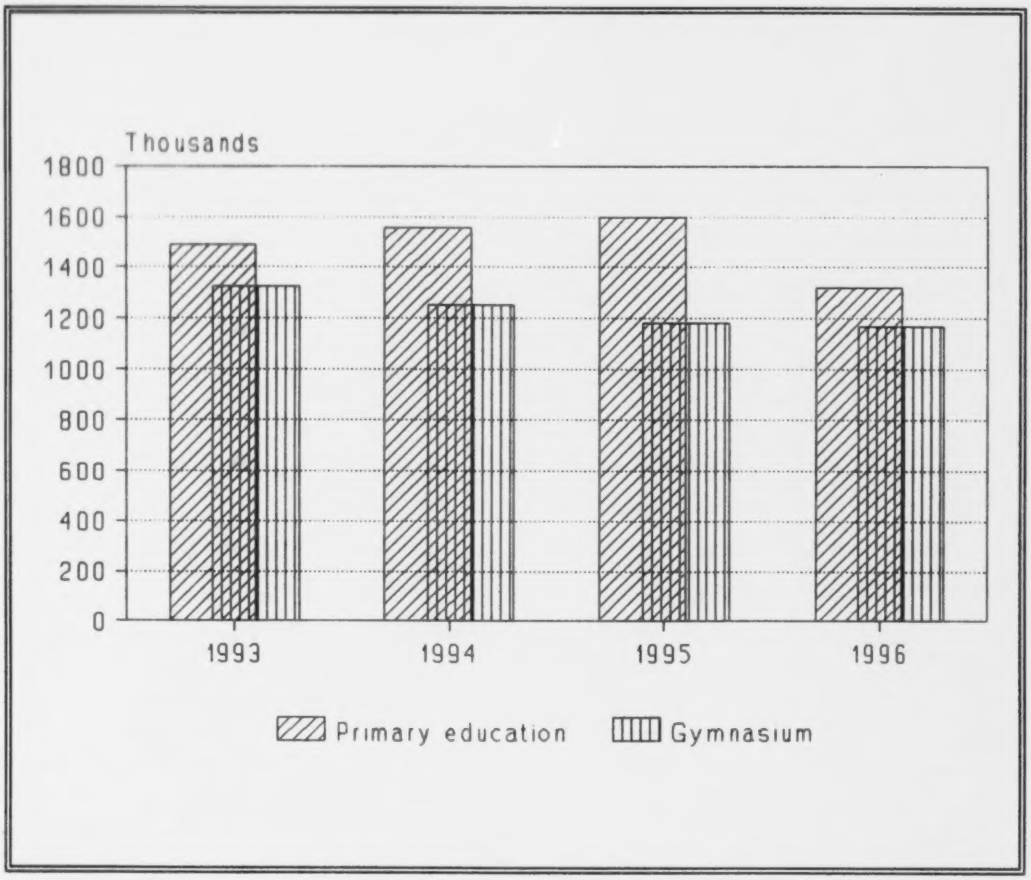
Students	Generation 1978/1979	Generation 1980/1981	Generation 1982/1983	Generation 1983/1984
Students who dropped-out education after the 10th grade	26735	38278	-	-
XI	142754	146872	-	-
XII	137876	135693	-	-
Students who dropped-out education after graduation from high school or vocational education	77861	79936	-	-
Students admitted in higher education	41996	44000	-	-
Students admitted in postsecondary education	18019	11757	-	-
Loss of students in grades I-VIII	56524	54982	-	-

Making a comparison between the evolution of these generations, we notice a strong disturbance of school cohorts within the educational system. This disturbance is sharp at the end of the school year 1989/1990, when of the total number of 366.129 students of the 8th grade, 55.511 students drop-out the educational system. 11.345 graduates from the 8th grade drop-out the educational system, at the end of the school year 1990/1991.

The losses of students are very high: for the generation 1978/1979 the total loss was of 282.244 persons and for the generation 1980/1981 the total loss was of 123.214 persons.

These phenomena have appeared especially after the school year 1989/1990.

Figure 15. Evolution of school population in primary and gymnasium education between 1993 - 1996.[3]



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[3] This forecast consideres the overwhelming percentage in primary and gymnasium equal with the one for 1992.

ANNEX II

MAIN REGULATIONS ADOPTED IN EDUCATION (1990-1992)

1990:

I. Normative Decisions

1. Proposals concerning the compensation of damages generated by the event of December 1989
2. Instructions for the bringing into operation of the decree-law concerning the annulment of some priorities
3. The transport of scholar pupils and students during the vacation period
4. Expenses meant for mass sports activities
5. Payment of school manuals for the 1990/1991 education year
6. Instructions for the accounting registration of the items under article 2 of law no. 144/11.05.1990
7. Instructions concerning the examination procedure meant for permanent appointment and for 2-nd pedagogic degree (September 1990)
8. The registration of engineers teaching technic disciplines for the examination meant for permanent appointment and for 1-st and 2-nd pedagogic degrees
9. Examination of engineers for permanent appointment and 1-st and 2-nd pedagogic degrees
10. Lectures for the re-cycling and professional improvement organized for the preparation of the permanent appointment and 2-nd didactic degree, for educators and teachers
11. Compulsoriness of the examination for permanent appointment of the teaching staff ending the 3 years time probation
12. Remuneration by payment-by-hour of the teaching staff giving re-cycling lectures and lectures for the preparation of the permanent appointment and 2-nd degree examination
13. Communication concerning the enrollment in the 9-th

secondary school (lycee) class and in the 1-st year of vocational training

14. Norms concerning the competitive examination for vacancy occupation in high prestige lycees
15. Instructions concerning the practical test within the school leaving examination (1990)
16. Communication concerning the registration conditions and the tests to be taken in the entrance examination for the admission in post-lycee and specialized schools
17. Admission (entrance) in the lycees, vocational, complementary, apprenticeship schools, 1991/1992 school year
18. Disciplines (subject matters) implying written papers during the 1990/1991 school year
19. Instructions for the bringing into operation of the new regulations in the field of pre-higher education
20. Instructions concerning the organization of the entrance examination in the 9-th lycee class or the 1-st year of vocational education, 1991/92 school year
21. On the program and time distribution related to basic scientific formation
22. Registration in the 11-th lycee class or vocational school, education year 1991/92
23. Instructions concerning lycee political economy classes
24. Introduction of moral and religious classes in the state education
25. On the gymnasium teaching plan for the education units giving lectures in the native language of the ethnic minorities
26. Communication concerning entrance (admission) examination in higher education institutes, 1990 education year
27. Organization and carrying on of inter-school competitions, education year 1990/91
28. 1990/1991 teaching program (plan) for primary, gymnasium, lycee education
29. Recommendations concerning the use of school programs and manuals in the 1990/91 education year

30. Proposals for the entrance examination meant for obtaining the "doctor" degree
31. Proposals concerning the attestation of graduates of the former Academy Stefan Gheorghiu for Social and Politic Studies
32. Instructions concerning the examination for obtaining of the High Law School diploma by the graduates of the High School for Economic and Administrative Law
33. On the granting of tickets for curing and resting resorts
34. Order regarding weekly pedagogic norms in higher education
35. Admission in higher education, 1990 education year; organization and carrying on of the entrance examination
36. Validation of Theological Seminar diploma with the specialized lycee diploma
37. Order for the admission in the 1-st year of high school education of the handicapped candidates
38. On the material assistance for the Moldavian students enrolled in the Romania's education system; on the increase of scholarships for the Romanian students enrolled in the China and USSR education system
39. On the granting of additional scholarships for the Moldavian students enrolled in Romania's education system
40. On the organization of graduation examination for the 1988 and previous promotions which did not take this examination
41. Criteria for the allocation of 1990 graduates (teachers level)
42. Structure of school year 1990/91
43. Organization of the examination for the students of the Journalism High School (former section of the Academy Stefan Gheorghiu for Social and Politic Studies)
44. On the occupation of vacancy in higher education
45. On the organization of teaching in lycee education, education year 1989/90
46. Pre-high school didactic norm
47. Didactic norm of professors teaching in sport clubs
48. Norms for the additional activity of examining professors
49. On the preservation of psycho-pedagogical disciplines

50. On the granting of unnominal scholarships for other countries
51. On the transfer of students from one education type to another
52. Standardization criteria for the auxiliary, functional and operational personnel in boarding schools and canteens
53. On the granting of scholarships in higher education
54. Standardization criteria for the personnel in the Administration of children and pupils camps
55. Functions establishment for the Teaching Staff House (Organization) in the Bucharest Municipality
56. Functions establishment of counties Teaching Staff Houses
57. Nomenclature of functions and salaries for the personnel in the Teaching Staff Houses
58. Order concerning the right of 1988 and pre 1988 graduates to get registered for the diploma examination
59. Standardization, selection and employment of the personnel in the professional improvement centers
60. Instructions concerning the attestation of the graduates of the former Academy Stefan Gheorghiu
61. Order concerning the introduction of the 5 days working week in the education system
62. Additional instructions concerning the introduction of the 5 days working week
63. Romanian Government Decision no. 551/19.01.1990 concerning the validation of diplomas of the graduates of the former Academy Stefan Gheorghiu
64. Didactic norm and other school activities, in addition to the teaching norm
65. On the remuneration and didactic norm of the teaching staff in the rural area
66. On the calculation of the holiday indemnity
67. On the calculation of the holiday indemnity, decree no. 46 and no. 240/1982
68. Training level and work experience requested for the occupation of the chief accountant position in the education inspectorates

69. The introduction of the "circle for studying" hour for the disciplines for which olympic school competitions are organized
70. On the living and training conditions in the pre-school and school education organized in institutions for medical cure
71. Instructions concerning the increase of the remuneration of the workers in special education units
72. On the employment of education inspectors
73. The employment of biology professors for the practical training in the optional group "practical activities in the agricultural field"
74. The increase of the remuneration of the teaching staff in rural areas and schools with alternative teaching
75. Additional vacation for the personnel working in special conditions
76. Standard norms for the didactic, auxiliary, administrative personnel in pre-high school education
77. On the additional payment of the personnel in higher education carrying on research, expertise and prognosis activities
78. Payment by hour for the foreman instructors
79. Payment by hour of examining professors
80. Training of teaching staff by means of lycee seminars
81. Employment of teaching staff on positions requesting an inferior qualification level
82. On the remuneration by hour in the pre-high school education
83. On the remuneration by hour of the didactic activities in the higher education
84. The personal functions establishment of the school inspector
85. On the attributions of the class master professor
86. The employment and remuneration of qualified workers in the education system
87. Norms for specialized professors working in special schools meant for deafness correction
88. Payment by hour for the examining professors in the

commissions for permanent appointment and granting of 2-nd pedagogic degree

89. Nomenclature and remuneration for the foreman instructor
90. The increase of the salary of the teaching staff temporarily engaged in psychic and pedagogic applicative activities or in professional improvement lectures
91. Remuneration of the professors engaged in "by hour" teaching activities
92. Reservation of jobs for the professors having been appointed as mayors
93. Re-appointment of the professors having been appointed as mayors
94. On the employment of personnel in the high school libraries
95. On the nomination as full professors of the teaching staff transferred in towns as result of the decrease of the activity
96. Standardization of didactic management activity and description of managerial responsibilities in the pre-higher school education
97. In addition to the standardization of didactic management activity
98. Reservation of jobs for full professors appointed as school camps directors
99. On the study of modern languages in small groups
100. Proposals concerning the type of circles for studying to be organized in Children and Pupils Houses
101. On the teaching activity in smaller children and pupils groups as compared with the stipulations of Romanian Government Decision no.521/1990
102. Standardization of norms in the improvement centers, standardization criteria, selection and formation of the personnel

II. Institutional Decisions

1. Self dissolution or the Pioneers Organization and the handing over of its assets and liabilities, on the balance

sheet basis,to the school inspectorate(s)

2. List of university centers organizing the improvement of the teaching staff
3. On the Integration under the competence of the Ministry for Education of the houses of culture for students
4. The dissolution of the evening education in the higher art and architecture institutes
5. Decision on the setting up of the Commission for attestation of Scientific Co-ordinators for the doctor's degree papers
6. Decision on the taking over of the Cultural and Sport center in Cluj-Napoca by the University "Babes - Bolyai"
7. Decision on the nomination of the members in the Bureau of the Superior Commission for Attestation
8. Decision on the setting up of the Inter-Universities Senate of Romania
9. Decision for the setting up of an Administrative Center and small Computing Center within the structure of the Agronomic Institute in Timisoara
10. Decision on the setting up of a small Computing Center within the structure of the Agronomic Institute in Iasi
11. Decision on the annulment of the attribution list of the teaching staff in the "George Enescu" Music High Schools in Iasi
12. The setting up of the Comity for inter-ministries collaboration between the Labor and Social Protection Ministry, the Health Ministry and the Ministry for Education and Science.
13. Decision concerning the taking over by the Ministry for Education and Science of the pioneers and children Culture houses
14. Decision on the re-settling of the music and plastic art schools
15. Re-establishment of the Teaching Staff Houses
16. Decision on the re-integration of the Faculty for Chemistry under the structure of the Bucharest University
17. The statute of Children Clubs in Romania

III. Managerial Decisions

1. Decision on the accommodation of foreign students enrolled in the Romanian education
2. Order on the accommodation of Romanian students in students hostels in the education year 1990/1991
3. Education units organizing the permanent appointment and 1-st and 2-nd didactic degree examination for the masters-instructors
4. The modification of counties territorial repartition by higher education units for the purpose of teaching staff professional improvement, in the education year 1990/1991
5. On the organization of permanent appointment and 1-st and 2-nd didactic degree examination for the foremen-instructors
6. On the professional improvement training for the permanent appointment and the 2-nd didactic degree
7. Order on the occupation of vacancies in the specialized lycees in Bucharest and Cluj
8. On the competence criteria for the teaching staff employment for teaching specialized disciplines and applicative activities in the pre-high school education, in the education year 1990/1991
9. On the nomination of directors in school units
10. On the organization of the 4-th stage of nominations and transfers in the pre-higher school education, education year 1990/1991
11. Instructions for the implementation of the methodologic standards published in the "Education Review" (Tribuna Invatamintului) no. 21 and 22 / 1990 on the enrollment (admission) in the vocational lycees and schools,education year 1990/1991
12. On the organization and financing of kindergarten with long and weekly program in the education year 1990/1991
13. On the nomination of the directors and deputy-directors
14. Competitive examination for employment as general and principal specialized inspectors

15. General principles in the selection of the management bodies in higher education
16. On the nomination as deputy scientific director in the Institute for Social Theory and Politology
17. On the nomination of the Ministry for Education and Science representatives for the participation in the entrance examination ,in July 1990
18. Order concerning the setting up of the Commission for the Elaboration of the new doctor's degree law (Bucharest University)
19. Order on the setting up of the Commission for the study of university autonomy
20. Order concerning the setting up of Administration Councils in the higher education
21. Proposals concerning the financing program for the students in the Faculty for High Political Studies
22. Principles of the financial autonomy in higher education
23. Order concerning the nomination of managerial staff in the Center for biological research in Cluj Napoca
24. Employment of technic, economic, scientific and administrative personnel, by qualification degree
25. On the management indemnity and nomination of directors in the institutions with less then 4 teaching jobs
26. The extension of the functions establishment of the school inspectorate(s) by one post "of inspector for the teaching staff problems"
27. The extension of the functions establishment of the school inspectorate(s) by two positions "of specialized inspectors in the field of professional training"
28. On the employment of one educator within the functions establishment of the Teaching Staff House
29. Re-establishment of rectors' fund
30. On the employment of expert instructors and principal expert instructors in the Teaching Staff Houses
31. On the managerial indemnities
32. On the nomination of professors, having the 1-st and 2-nd didactic degree, as expert instructors and principal expert

instructors

33. The extension of the functions establishment of the school inspectorate(s) with one position of inspector for the organization of the computing system in the pre-higher education

IV. Legislative Decisions

1. Romanian Government Decision no. 108/04.02.1990 for the cancellation of the former Order of the Ministers Council no.201/1989
2. Romanian Government Decision no. 440/26.04.1990 concerning the granting of scholarships for the foreign students
3. Romanian Government Decision no. 428/23.04.1990 concerning some expenses categories
4. Romanian Government Decision no. 989/29.08.1990 concerning the granting of scholarships for the Moldavian students
5. Romanian Government Decision no. 1163/1990 and no. 2842/ 15.11.1990 concerning the allocation of funds for the payment of fix amounts granted to the employees
6. Romanian Government Decision on the organization and operation of the Romanian education, during the 1990/1991 education year
7. Romanian Government Decision no. 487/1990 concerning the nomination and transfer of the teaching staff in the pre-higher education, for the 1990/1991 education year
8. Romanian Government Decision concerning the repartition (employment) of the pedagogic lycee graduates(1990 graduation year)
9. Romanian Government Decision no. 940 on the organization and operation of the Ministry for Education and Science
10. Romanian Government Decision concerning the organization and operation of 3 years post-lycee school for the formation of "Social Assistants"
11. Romanian Government Decision no. 428/23.04.1990 concerning the institutionalization of new didactic degrees in higher education

12. Romanian Government Decision no.455/28.04.1990 concerning some measures related to the teaching staff in the medicine and pharmaceutical higher education
13. Romanian Government Decision no. 458/28.04.1990 concerning some measures in the field of scientific research, technology and design development
14. Romanian Government Decision no. 460/02.05.1990 concerning the setting up of the Technical University in Oradea
15. Romanian Government Decision no.498/08.05.1990 concerning the integration of the Iasi Mathematics Institute under the authority of the Romanian Academy
16. Romanian Government Decision no. 508/11.05.1990 concerning the approval and organization of the continuation of the studying process, by the higher education graduates, 1990 graduation year
17. Romanian Government Decision no. 521/1990 concerning the organization and operation of the Romania education, during the 1990/1991 education year
18. Romanian Government Decision no. 551/17.05.1990 for the setting up of the Civil Navy Faculty in the Constanta municipality
19. Law-decree concerning the creation and distribution of working places for the higher education graduates (project)
20. Romanian Government Decision no. 55/19.01.1990 concerning the attestation of the equivalation of the diplomas of the graduates of the former Academy Stefan Gheorghiu for Social and Politic Studies
21. Romanian Government Decision no. 539/16.05.1990 concerning the taking over of the patrimony and part of the responsibilities of the former Union of the Communist Students Associations, by the new legally set up students organizations, organized by the higher education institutes in the Romania's University centers
22. Instructions for the implementation of Romanian Government Decision no.1163/1990 concerning the indexation of salaries and pensions, following the tariffs and prices of liberalization 23.Romanian Government Decision on the

granting of management indemnities to the specialists nominated in co-ordination functions (deputy director) and of the class master indemnity

1991:

I. Normative Decisions

1. Additional payment for 1986-1989 years for the specific conditions in the education field
2. Use of foreign currency at the disposal of the education units
3. The convention, between the Ministry for Education and Science and the Romanian Commercial Bank, on the school taxes
4. The methodology of functions and the higher education teaching staff establishment for the education year 1991/1992
5. The increase of the basic salary according with the specific conditions of activity
6. Convention concerning the payment of school taxes by the foreign students
7. The higher education units organizing post higher education training must cover the total of the related expenses
8. Use of foreign currency at the disposal of the higher education units
9. Instructions for the implementation of article 26 in the Romanian Government Decision no. 307/1991
10. Order no. 6726/10.06.1991 concerning the operation of the students hostels and canteens
11. Order no. 7642 concerning the teaching of the maternal language to the ethnic minorities pupils enrolled in the Romanian language teaching education
12. Instructions concerning the occupation of vacancies in the pre-higher education (at 20.09.1991) by competitive examination

13. Instructions on the occupation of vacancies left after the competitive examination on 20.09.1991
14. On the granting of scholarships, material assistance and other types of social assistance to the students enrolled in public full-time higher education
15. Instructions concerning organization of the protocol activity and of the cultural and scientific meetings
16. Instructions on the organization of the permanent appointment and 1-st and 2-nd didactic degree examination in the 1991/1992 education year
17. Improvement tasks by education unit. Organization of September 1991 examination session
18. Instructions concerning the granting of scholarships and of other forms of material assistance to students enrolled in the day state education
19. Payment by hour for the professional improvement activities
20. Remuneration of professors according to the didactic degree
21. Subject matters for the control and guiding activity, at the counties level
22. Criteria for the elaboration of the professional improvement programs, for the teaching staff in all disciplines
23. On the elaboration of the professional improvement programs for the teaching staff in all disciplines
24. Instructions on the study of the maternal language by all pupils belonging to the ethnic minorities and enrolled in schools with teaching in Romanian language. Appendix to primary, gymnasium, lycee teaching plans of the schools with teaching in Romanian language.
25. Instructions concerning the organization of the special inspection meant for permanent appointment and granting of didactic degrees, 1991/1992
26. On the employment and wage payment of various budgetary units personnel categories
27. Norms (standards) for the specialized personnel in the Teaching Staff House and School Inspectorate
28. Instructions concerning the occupation of vacancies in the

1990/1991 education year

29. Order no. 4252 concerning the settlement of the school situation of pupils and students engaged in sport performance activities as well as for the temporary disposability of the teaching staff participating in the organization of the sport activity
30. Instructions (in the Regulation for the students professional activity, and in the Decisions of the Ministry for Education and Science) concerning the absence motivation, taking of the examinations, extension of the education period
31. Recommendations concerning the travelling abroad of teaching staff and students during the university year
32. Order no. 4766 concerning the Easter vacation
33. Order no. 4781 concerning the modification of standards for the evaluation of the length of service in higher education
34. On the plurality of functions and remuneration by hour in higher education, education year 1990/1991
35. The registration certificate of the graduates of the former Academy Stefan Gheorghiu for Social and Politic Studies having passed the validation examination
36. Order no. 5412/26.04.1991 concerning the students scientific communication sessions which can be organized in the higher education
37. Instructions concerning the entrance (admission) examination in higher education
38. Recommended structure for the scientific activity memoirs
39. Order no.5919/23.05.1991 concerning the equivalation of the diplomas of the graduates of the theologic seminar
40. Order no.6457/24.06.1991 concerning the admission of the components of mathematics, physics, chemistry, Russian language olympic lots in the higher education
41. The retirement or the continuation of the activity by the persons having reached the retirement age
42. Order no. 6717/11.07.1991 concerning some regulations related to the admission in higher education , 1991 session

43. On the organization of the activity in students hostels
44. Payment by hour of the teaching staff in higher education
45. Instructions for the efficient use of social and education spaces in schools and higher education institutions
46. On the training of Romanian citizens having their domicile in the rest of the world
47. Order no. 7605/29.08.1991 concerning the accommodation of the students enrolled in the Bucharest University
48. Order. no. 8133/27.09.1991 for the enrollment in the Romanian education of students from the Moldavian republic and Ukraine
49. On the equivalation examination of the students in the former Academy Stefan Gheorghiu for Social and Politic Studies
50. The modification of the provisions for the financing of the socio-economic department for students hostels and canteens
51. Order no. 8280/4.10.1991 concerning the use of the accommodation facilities of the University for Medicine and Pharmacy, education year 1991/1992
52. Order no. 8536/18.10.1991 concerning the organization of the students sport performance activity
53. On the plurality of functions and the remuneration by hour
54. Instructions concerning the competitive examination for the vacancies occupation
55. Order no. 6817/24.10.1991 concerning the use of the building in 40, Stefan Furtuna street
56. Order no. 11388/05.12.1991 concerning the accommodation of the students practicing performance sport activities
57. On the training of the Moldavian students
58. On the distribution of tickets for the holidays camps
59. Order no. 11488/10.12.1991 concerning the organization of winter holidays camps , during the 1991/1992 winter holiday
60. On the admission for the doctor degree examination, education year 1991/1992
61. Order no. 11591/19.12.1991 concerning the renting of space for education, research, production
62. Order no. 11646/24.12.1991 concerning the accommodation of

students from the Moldavian Republic

63. Order no. 11650/30.12.1991 concerning the regularization of the school situation of the pupils and students engaged in sport performance activities
64. The confirmation of education plans by the Ministry for Education and Science
65. Instructions concerning the didactic norm of the teaching staff for applicative work shops
66. On the degree granting, remuneration and indemnities of the employees of the education system
67. On the remuneration of activities related to the special inspection for permanent appointment and didactic degrees
68. On the plurality of functions and the remuneration by hour
69. Some considerations concerning the functions establishment in various education units
70. Standardization of teaching staff in the preuniversitary education, starting with the 1991/1992 education year, approved by the Minister Order no. 7141/1991
71. Criteria for the implementation of article no.1 item a) from the Labor Force Code in case of the decrease in activity
72. The list of the types of qualification obtained by higher education and of the related disciplines which can be teached in the gymnasium education

II. Institutional Decisions

1. Order no. 4075/10.01.1991 concerning the setting up of the Commission for the elaboration of the setting up documentation of the University for Advanced Studies
2. Order no. 4163 concerning the elaboration of additional instructions to the Minister Order no.6717/27.11.1990 concerning the operation of the Additional Validation Commission under, the co-ordination of the Ministry for Education and Science
3. Order no. 4870/21.03.1991 concerning the setting up of TEMPUS bodies in Romania

4. Order no. 4894/22.03.1991 concerning the denomination of higher education institutes under the co-ordination of the Ministry for Education and Science
5. Order no. 5469/30.04.1991 concerning additional instructions to the Order no. 6717 of the Ministry for Education and Science concerning the setting up and operation of the High Validation Commission within the Ministry for Education and Science
6. Order no. 5685/13.05.1991 concerning the operation of TEMPUS Romanian Office
7. Order concerning the setting up of a Commission for specialized control and guidance of the Police Academy "Alexandru Ioan Cuza"
8. Order no. 6146/5.06.1991 concerning the categories of management indemnities and the approval of the functions establishment of the Bucharest National School for Politic and Administrative Studies
9. Order no. 6318/12.06.1991 concerning the setting up of the Faculty of Medicine within the Oradea University
10. Communication of the Ministry for Education and Science concerning the possibility of the involvement of the teaching staff employed in the state higher education, in the teaching activity in the private institutions
11. The taking over by the Ministry for Education and Science of one building having belonged to the University for Medicine and Pharmacy "Carol Davila"
12. Order no. 8252/18.10.1991 concerning the setting up of TEMPUS bodies in Romania
13. Order no. 8925/11.11.1991 concerning the re-structuring of the law section of the Literature, History and Law Faculty in Craiova

III. Managerial Decisions

1. The financing of the education units
2. The Administration Council of the education units
3. The modification of the provisions concerning the financing

of the activity of the socio-economic department for canteens and students hostels

4. Regulatory measures for the execution of the 1991 state budget
5. Order no. 4513 concerning the improvement of the management activity in the University for Medicine in Constanta
6. Order no. 5242/12.04.1991 concerning the setting up, within the Department for Engineering Sciences of the Bucharest Polytechnic Institute, of sections having French and German language as teaching language, in addition to the existing section having English language as teaching language
7. Order no. 7512/23.08.1991 concerning several categories of indemnities and the approval of the provisional functions establishment of the "1-st December" University in Alba Iulia
8. Order no. 8535/18.10.1991 in addition to Order no. 6717/27.11.1990 concerning the organization and operation of the High alidation Commission within the Ministry for Education and Science
9. Order no. 8538/18.10.1991 concerning the nomination of the provisional management board of the National School for Political and Administrative Studies in Bucharest
10. Order no.11151/25.11.1991 concerning the co-option of teaching staff in the High Validation Commission of the Ministry of Education
11. Order no. 11417/9.12.1991, concerning the setting up of the Joint Commission of the Ministry of Education and the Youth and Sport Ministry, for the sport activity of children, juniors and young peoples

IV Legislative Decisions

1. Romanian Government Decision no. 219/1991 concerning the indexation and compensation of wages and social assistance (state, military , etc.) pensions and other social protection measures to be implemented in the education units

2. Romanian Government Decision concerning the registration tax to the admission competitive examination in the postsecondary and higher education
3. Decision 780 of the Romanian Government Decision no. 624/06.09.1991 concerning the indexation of wages and of all pension categories and other social protection measures for November/December 1991
4. Romanian Government Decision no. 730/14.10.1991 concerning the granting of scholarships, merit scholarships, and other forms of material assistance to pupils enrolled in the public, full-time education
5. Level of scholarships according to Romanian Government Decision no. 780/16.11.1991

1992:

I. Normative Decisions

1. Instructions concerning the study of the maternal language, by the pupils belonging to ethnic minorities, enrolled in schools with teaching in Romanian language, approved by the Minister Order no. 7642/02.09.1991 (valid for the current and next education year)
2. Attributions and rights of the voluntary methodists for ethnic minorities, approve by the Ministry of Education (note no.45431/31.10.1990 contains the still available instructions)
3. Instructions concerning 1) the issuing in Romanian language of the national documents; 2) the interdiction for the pupils and teaching staff to travel abroad during the school periods, except in well motivated cases; 3) the componence of the management bodies of education units having Romanian language teaching sections and sections using as teaching language the language of the ethnic minorities (approved and sent in schools under number 39907/12.10.1990 and still available)

4. Regulation concerning the training of emigrants from Romania-project requested by the Romanian Committee of the Ministry for Labor and Social Protection
5. Operation regulations for school inspectorate(s) approved by Order no. 3501/1992
6. Instructions no. 9514/19.03.1992 concerning the solving of the consequences of the activity diminuation
7. Instructions no. 9513/19.03.1992 concerning the setting up and vacancy of some lecturing desks
8. Note no. 10362/17.08.1992 in addition to Instructions 9514/1992
9. Instructions no. 10877/11.11.1992 concerning the reservation of didactic jobs for the teaching staff having been elected in the Parliament, following the September 1992 elections
10. Note no. 10541/28.09.1992 concerning the solving of the consequences of the activity restriction, affecting professors and professors-engineers teaching chemistry, physics, geography, and other disciplines requesting higher education qualification
11. Instructions no. 10424/12.09.1992 concerning the appointment, standardization and remuneration of teaching staff which, starting with 1992/1993 education year , in the 5-th class, will experimentally teach the discipline of technological educations
12. Ministry of Education Instructions no.10447/September 1992, concerning the teaching of moral and religious education in the gymnasium education, as well as the nomination, standardization and remuneration of the personnel which, starting with the 1992/1993 school year, will teach this discipline
13. Instructions no. 10152 /7.07.1992 concerning the permanent appointment and transfer of some teaching staff in centers for psychic and pedagogic assistance meant for teaching staff, pupils, parents
14. Letter no. 24351/09.01.1992 of the Ministry of Education concerning the organization of programs by the Teaching

Staff Houses

15. Note, approved by the Ministry of Education, concerning the standardization and payment for the professional improvement activities meant for the teaching staff in the pre-higher education, organized by the Teaching Staff Houses
16. Letter no. 30467/07.05.1992 of the Ministry of Education concerning the standardization procedure used for the establishment of norms of the instructing personnel in the Teaching Staff Houses
17. On the teaching staff improvement by means of Teaching Staff Houses programs, during the 1992/1993 education year
18. Letter no. 24570/18.01.1992 of the Ministry of Education to the Teaching Staff Houses concerning the establishment of didactic norms for the expert instructors , for the education year 1-st September 1992 - 31 August 1993
19. Communication no. 38543/4.11.1992 to counties school inspectorate(s) concerning the carrying on of special inspections by the specialized instructors and methodists
20. Communication no. 38437/3.11.1992 to normal schools concerning the co-ordination of methodic and scientific works by specialized teaching staff, having adequate competencies
21. Communication no. 33145/2.08.1992 to school inspectorate(s) concerning the organization and carrying on of the examination for permanent appointment in the education and obtaining of didactic degrees
22. Communication to all school inspectorate(s) concerning the organization and carrying on of professional improvement activities, during the 1992/1993 education year
23. Communication no. 36968/7.10.1992 to all school inspectorate(s) and normal schools concerning the elaboration of methodic and scientific papers and the carrying on of special inspections for the alternative education
24. Note approved by the Minister for Education and Science concerning the standardization of the improvement activity

25. Note approved by the Minister of Education concerning the examination for permanent appointment and granting of the 2-nd pedagogic degree
26. Note approved by the Minister of Education concerning the standardization of the professional improvement activity
27. The Labor (Work) Collective Contract for educational units
28. Payment of the personnel for the teaching activity "by hour"
29. On the wages of the teaching staff and of other personnel categories in the education domain
30. Regulation concerning the holiday (rest vacation) of the teaching staff of all levels
31. Order concerning the structure of the education year 1992/1993 in preuniversitary education
32. On the holiday of part time employees in the education system
33. On the permanent appointment and transfer of some teaching staff in centers for psychic and pedagogic assistance meant for teaching staff, pupils and parents
34. The granting of merit additional wage for the personnel in the education system
35. On the appointment, standardization, and remuneration of teaching staff which, starting with the 1992/1993 education year (the 5-th class) will experimentally teach the technological education discipline
36. Management indemnities, according to professional level and categories of inspectorate, according to Romanian Government Decision no. 499/1992, valid by September 1-st, 1992
37. Management indemnity in higher education, in addition to the basic wage, according to the Romanian Government Decision no.499/1992, valid by September the 1-st, 1992
38. On the organization of teaching classes with smaller number of pupils, compared with the approved ones
39. On the teaching of moral and religious classes
40. Order no. 5114/15.05.1992 concerning the organization and carrying on of students scientific communication sessions

41. Order no. 5150 concerning the organization of students rest camps during the 1991/1992 school year
42. Order no. 5384/15.06.1992 concerning the holiday right of the teaching staff in the all level education
43. Order no. 5379/15.06.1992 concerning the modification of article 18, paragraph 3 of the Regulations concerning the students professional activity
44. Order no. 5431/18.06.1992 concerning the accommodation of the students enrolled in the Bucharest University Center
45. Order no. 5422/17.06.1992 concerning the accommodation of Chinese scholars enrolled according to the program
46. Order no. 5682/9.07.1992 concerning the beginning date of lectures in higher education, education year 1992/1993
47. Order no. 6060/26.08.1992 concerning the approval of the training figure (meaning the number of students which can be enrolled) in the 1-st education year 1992/1993, with payment of the tuition fee, in the field of higher education
48. Order no. 6725/23.10.1992 concerning the nomenclature of disciplines proposed for doctor degree papers
49. Order no. 7075/19.11.1992 concerning the transfer of some competencies from the Ministry for Education and Science toward other institutions having the right to organize doctor degree examination in Romania
50. Order no. 6996/11.11.1992 concerning the reciprocal validation of the entrance (admission) examination in higher education units in the Moldavian Republic and Romania
51. Order no. 7178/2.12.1992 concerning the organization of holidays students camps during the winter holiday 1992/1993
52. Order no. 7227/ 0912/ 1992 containing a number of instructions in addition to appendix 2 and appendix 4 of the Ministry of Education Order no. 7026/13.11.1992 concerning the admission in the doctor degree examination, for the school year 1992/1993
53. Order no. 7303/15.12.1992 concerning the extension of the nomenclature of the disciplines and subject-matters

accepted for doctor degree papers

54. Order no. 7319/16.12.1992 concerning the organization, for the 1993/1994 school year, of some additional sections in the Oradea University

II. Institutional Decisions

1. Order no. 3420/3.02.1992 concerning the setting up of the Academic College, by the Ministry for Education and Science
2. Order 3857/2.03.1992 concerning the organization of UNESCO lectures in engineering disciplines, in the Bucharest Polytechnic Institute
3. Order no. 4482/3.04.1992 concerning the setting up and operation of the High validation Commission
4. Order no. 4630/13.04.1992 concerning the setting up of the TEMPUS consultative commission
5. Order no. 5008/5.05.1992 concerning the structure of higher education institutions in the school year 1992/1993
6. Order no. 5020/5.05.1992 concerning the setting up of the "Social Assistance" discipline, with a 4 years period of study, and the dissolution of the social assistance colleges, with a 3 years period of studies
7. Order no. 5516/25.06.1992 concerning the modification of Order no. 4482/03.04.1992 related to the organization and functioning of the High Validation Commission
8. Order no. 7009/12.11.1992 concerning the setting up of a Faculty for the environment protection, within the Oradea University and of a section for pharmacy, by the Faculty for medicine of the same institution
9. Order no. 7195/7.12.1992 concerning the change of the denomination of the Polytechnic Institute of Bucharest in Bucharest " Politechnica" University
10. Order no. 7361/21.12.1992 concerning the organization, for the education year 1993/1994 of some additional sections in the Oradea University

III. Managerial Decisions

1. Order no. 5504/25.06.1992 concerning the setting up of an analysis commission for the study of the problems raised by the "Independent Union" of the Economic Division of the Bucharest Agronomic Institute
2. Order no. 5761/17.07.1992 concerning the actions to be taken following the evaluation of the activity in the Timisoara University Sport Club

IV. Legislative Decisions

1. Romanian Government Decision no. 97/24.02.1992 concerning the authorization of the setting up of the Franciscan Romano-Catholic Theological Institute, as a higher education institution, in Roman (Neamt county)
2. Romanian Government Decision no. 79/17.02.1992 for the modification of Romanian Government Decision no.55/19.01.1990
3. Romanian Government Decision no. 129/16.03.1992 for the modification of Romanian Government Decision no. 625/06.09.1991, concerning the granting of scholarships and other forms of material assistance, as well as of social assistance for the Romanian Students enrolled in state day higher education
4. Romanian Government Decision 205/29.04.1992 for the modification of the Romanian Government Decision no. 715/10.10.1991 concerning the exoneration of computing technique meant for education purposes from the payment of customs duties
5. Romanian Government Decision no. 235/7.05.1992 concerning the granting of scholarships for doctor degree and specialization, as well as of other forms of material assistance for the young Romanians in Moldavia and Ukraine.
6. Romanian Government Decision no. 288/1.06.1992 concerning the setting up of the Tirgoviste University and of the "Constantin Brincusi" University in Tirgu Jiu

7. Romanian Government Decision no. 299/4.06.1992 concerning the modification of the Romanian Government Decision no. 428/23.04.1990 concerning the creation of new didactic degrees: the professor consultant
8. Romanian Government Decision no. 297/4.06.1992 concerning the approvement of the Program for social protection of pupils and students enrolled in full-time public education
9. Romanian Government Decision 360/27.06.1992 concerning the registration fee for the competitive examination for the admission in post-lycee and higher education
10. Romanian Government Decision no. 345/22.06.1992 concerning the organization and operation of Romanian education during the education year 1992/1993
11. Romanian Government Decision 369/2.07.1992 concerning the setting up of the "Eftimie Murgu" University in the Resita municipality
12. Romanian Government Decision no. 367/02.07.1992 concerning the modification of the Romanian Government Decision no. 55/19.01.1990 referring to the attestation/validation of the studies of the graduates of the former Academy Stefan Gheorghiu for Social and Politic Studies
13. Romanian Government Decision no. 371/3.07.1992 concerning the training in Romania of citizens of other countries in the education year 1992/1993
14. Romanian Government Decision no. 368/2.07.1992 concerning the accommodation and canteens tariffs and to be paid by pupils and students
15. Government Ordonnance no.17/20.08.1992 concerning the introduction of the tuition fee in the higher education, in the 1992/1993 education year, for the students admitted in addition to the training plan approved by Government decision
16. Romanian Government Decision no. 673/21.10.1992 concerning the training of the persons of Romanian ethnic origin
17. Romanian Government Decision no. 760/20.11.1992 concerning the monthly allocation of an indemnity to the young people enrolled in higher education, doctor degree preparation or

specializations programs abroad

18. Letter no. 25821/6.02.1992 requesting the identification of training possibilities for the young people in the Moldavian Republic and Ukraine
19. Letter no. 9252/10.02.1992 concerning the organization framework for the elections of management bodies in the higher education institutions
20. Letter no. 24672/25.02.1992 concerning the implementation of the Health Ministry Order no. 1195/1991, of Law 32/1968 and of the Council of Ministers Decision no.2506/1969
21. Letter no. 9402/4.03.1992 in addition to no. 9252/10.02.1992
22. Letter no. 28875/1.04.1992 concerning regulations related to the graduates of the former Academy Stefan Gheorghiu for Social and Politic Studies
23. Letter no.9754/6.05.1992 containing implementation instructions related to the Romanian Government Decision no. 219/30.04.1992 on the daily food allocation for students and the monthly level of scholarships
24. Letter no. 30906/15.05.1992 concerning the organization of students scientific communication sessions
25. Letter no. 31564/29.05.1992 requesting proposals for subject matters meant for the permanent appointment and 2-nd degree examinations
26. Letter no.31585/29.05.1992 containing proposals on the Methodology for the elaboration of the functions establishment and personal establishment
27. Letter no. 10077/7.07.1992 requesting proposals for experts appointments for the State Property Fund
28. Letter no. 9950/10.08.1992 concerning the implementation of the Romanian Government Decision 299/1992 for the modification of the Romanian Government Decision no. 428/1990
29. Letter 35461/07.09.1992 for the communication of the Romanian Government Decision no.368/1992 concerning the accommodation and canteen tariffs to be paid by the students

30. Letter no. 31585/01.09.1992 concerning the implementation of Ordonnance no. 17/02.08.1992 for the introduction of the tuition fee in the state higher education

31. Letter no.38628/16.11.1992 for the admission in the doctor degree examination in the education year 1992/1993

32. Letter no. 10794/18.11.1992 concerning the lending of space and of other temporarily available material means

33. Letter no. 10808/25.11.1992 concerning the celebration of the National Day (the 1-st of December)

34. Letter no. 10820/25.11.1992 concerning the debates on the project of the education law

35. Letter no. 39801/26.11.1992 requesting the opinions of the higher education institutions on the organization of the admission examination for higher education

36. Letter no. 10845/3.12.1992 regarding the "University Charta"

37. Letter no. 10877/11.12.1992 concerning the reservation of pedagogic jobs for teaching staff elected/appointed as Parliament member/director

38. Romanian Government Decision no.57/8.02.1992 concerning some actions to be taken in the field of scientific research , design and consulting activity in higher education institutions

39. Letter no. 104993/25.02.1992 concerning the activity of scientific research, carried on in 1992, according to the contracts signed with the Department of Science - Division of university scientific research

40. Letter no.104994/25.02.1992 on the implementation of the Romanian Government Decision no. 57/1992